DOCUMENT RESUME

ED 041 771 SE 009 328

TITLE	Proceedings of the Symposium on Federal Support Programs for Health, Physical Education, Recreation (2nd, Washington, D.C., January 28-31, 1968).
INSTITUTION	American Association for Health, Physical Education and Recreation, Washington, D.C.
PUB DATE	68
NOTE	224p.
AVAILABLE FROM	American Assn. for Health, Physical Education, and Recreation, 1201 16th St., N.W., Washington, D.C. 20036 ($4.00)
EDRS PRICE	EDRS Price MF-$1.00 HC Not Available from EDRS.
DESCRIPTORS	*Federal Programs, *Financial Support, *Health Education, *Physical Education, Program Development, Program Proposals, *Recreation

ABSTRACT

The purpose of this symposium report was to provide information regarding resources for those planning projects in health, physical education, and recreation. Included are an overview of related federal programs, four accounts of successful local programs, guidelines for developing proposals, details of federal support programs, examples of ways in which federal support is being used, and suggestions made by symposium participants for stimulating action at the local level. (EB)

EA

SECOND SYMPOSIUM

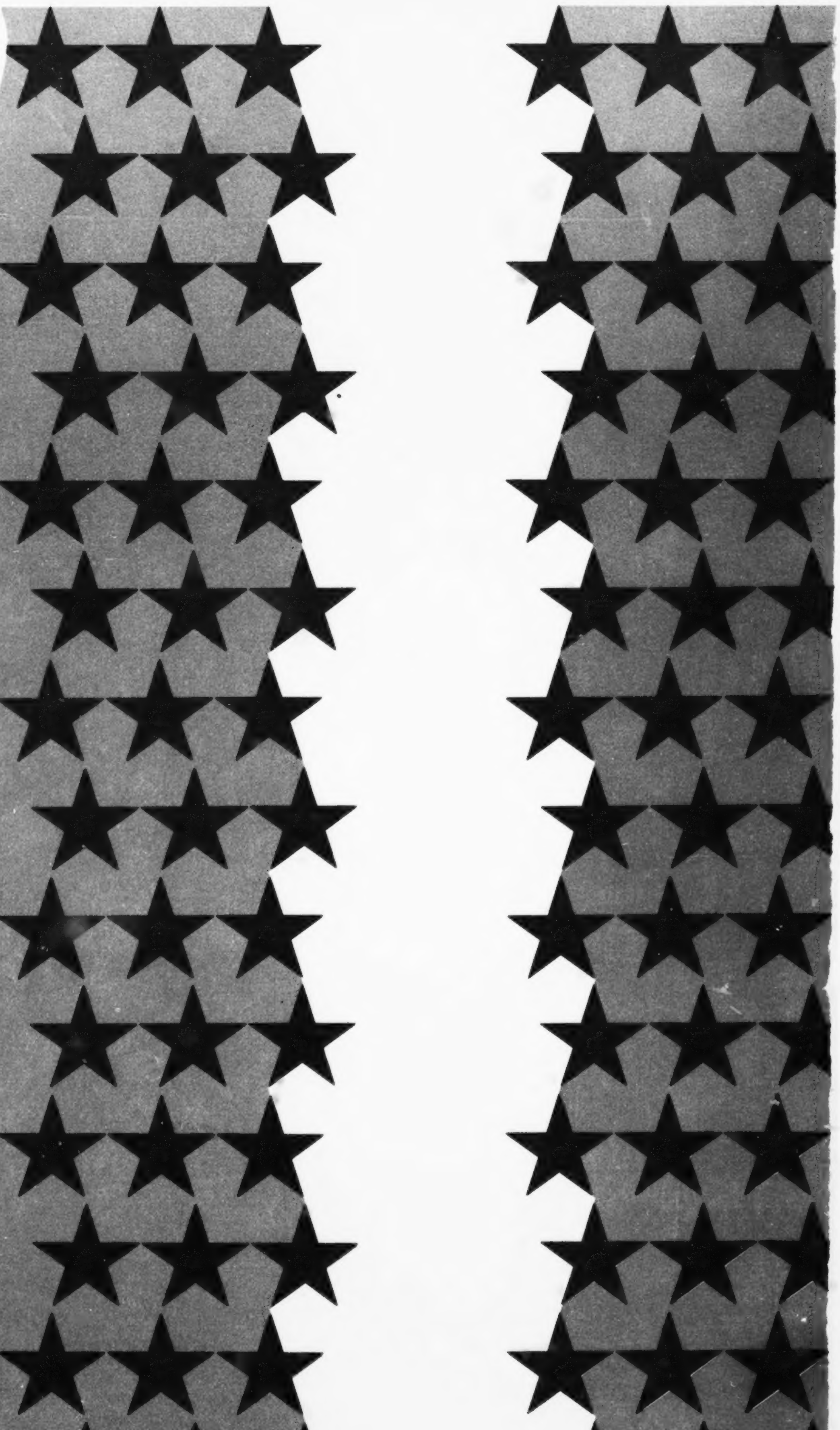
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FEDERAL
S PPORT
P OGRAMS
F R
HEALTH,
PHYSICAL
EDUCATION,
RECREATION

ED0 41771

SE 009 328



PROCESS WITH MICROFICHE
AND PUBLISHER'S PRICES.
MICROFICHE REPRODUCTION
ONLY.

ED041771

PROCEEDINGS
OF
THE
SECOND
SYMPOSIUM
ON
FEDERAL
SUPPORT
PROGRAMS
FOR
HEALTH,
PHYSICAL
EDUCATION,
RECREATION

JANUARY
28-31, 1968
NEA CENTER

AMERICAN
ASSOCIATION
FOR
HEALTH,
PHYSICAL
EDUCATION,
AND
RECREATION

PROCESS WITH MICROFICHE
AND PUBLISHER'S PRICES.
MICROFICHE REPRODUCTION
ONLY.

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY Nat'l Education Asso. TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U. S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Copyright © 1968

American Association for Health, Physical Education, and Recreation
A department of the National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

$4.00

FOREWORD

The Second Symposium on Federal Support Programs in Health, Physical Education, and Recreation, sponsored by the American Association for Health, Physical Education, and Recreation, in cooperation with the State Society of Directors of Health, Physical Education, and Recreation, was held at the NEA Center, Washington, D.C., early in 1968. Invitations were extended to every state, and each state was encouraged to send a basic implementation team to include at least one person each from a school, a college, and the state department of education. It was hoped that each team might return home to plan follow-up meetings to further the implementation process.

The purpose of this Symposium report is to provide a useful resource for Symposium participants as well as for the many others planning projects to meet the needs in health, physical education, and recreation. The report includes all the major presentations, which have been transcribed from tapes, edited, revised, and approved by the speakers. They contain a mine of information.

Some materials have been added. As an example, we call your attention to portions of the section on developing and writing proposals. The section on implementation will be particularly helpful for readers not present at the Symposium. It aids in carrying out a major purpose of the meeting: to encourage members of the combined fields to take full advantage of the new legislative programs.

For the benefit of readers not in attendance, it should be explained that the very stimulating presentations of the four "success stories" were accompanied by slides and other visual aids. Each projected a highly intriguing example of what can be accomplished with federal funding. The summaries which appear here were taken from written descriptions supplied by project directors.

Materials on the two new legislative programs--the Education Professions Development Act (EPDA) and Title V of the bill for the mentally retarded--are voluminous and self-explanatory. Items in the Appendix were selected from the Symposium packet as being of greatest continuing value.

Since the time of the Symposium, the new Bureau of Educational Personnel Development has been established in the U.S. Office of Education, as participants were told it would be. Don Davies, formerly executive secretary for the NEA's Commission on Teacher Education and Professional Standards, has been named associate commissioner in charge of this Bureau, which will be primarily responsible for administering EPDA.

For those developing programs under EPDA, the following dates are important to remember. Initial proposals from colleges and universities are due by June 1, 1968. The deadline for state and local education agencies is July 1.

We thank the many people whose contributions made the Symposium a success -- the speakers whose names appear in these pages and the dozens of others who gave time, energy, and talent to the total venture. It is our hope that this report serves you well in your local efforts. We urge you to send us information about your successful projects and programs so that we may continue to share materials with colleagues throughout the nation.

PLANNING COMMITTEE
SECOND SYMPOSIUM ON FEDERAL SUPPORT PROGRAMS FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

Mrs. Rollin Brown, Director of Public Education and School Relations, The National Foundation, 800 Second Avenue, New York City, Chairman

Robert L. Holland, State Department of Education, 65 Front Street, Columbus, Ohio - President, Society of State Directors of Health, Physical Education, and Recreation

J. W. Kistler, Department of Health, Physical and Recreation Education, Louisiana State University, Baton Rouge, Louisiana - AAHPER President

Virginia Hawke, Department of Physical Education for Women, American University, Washington, D.C.

Wendall A. Parris, Director, Health, Physical Education and Athletics, D.C. Public Schools, Hyde School, 33rd and O Streets, N.W., Washington, D.C.

Elsa Schneider, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C.

Herbert R. Steiner, Supervisor of Physical Education and Recreation, State Department of Education, Baltimore, Maryland

Representatives from the Lifetime Sports Foundation and the President's Council on Physical Fitness
Myrtle S. Spande, AAHPER Staff Liaison
Elinore Darland, AAHPER Staff
Arne L. Olson, AAHPER Staff
Carl A. Troester, Jr., AAHPER Executive Secretary

WELCOME

It is my pleasure to welcome you here on behalf of the staff and the Board of Directors of the American Association for Health, Physical Education, and Recreation. We had expected President Joy Kistler to be with us, but he has had to cancel his trip because of illness. He has asked me to give you his greetings and best wishes for a successful Symposium.

It is wonderful that so many of you have been able to attend. The preparations made for the conference indicate it will be informative and interesting and I believe you will be pleased that you did come.

One item I want to mention relates to material in your packet. The program will focus on federal support programs, but we will not emphasize at this Symposium any suggested new legislation for federal support programs in health, physical education, and recreation. There are, however, some materials in the packet which relate to new legislation. In the current Second Session of the 90th Congress there is a bill introduced by Congressman Lloyd Meeds, from Washington. You will note the type of legislation that we will try to pass in cooperation with the Society of State Directors of HPER. This is mentioned because it will involve many of you, even though some of you have not been especially tuned into legislation in the past and have not previously attended a Symposium like this.

I would also like to ask the Puerto Rican delegation to stand. I attended the fall conference of the Puerto Rico Association for Health, Physical Education, and Recreation and told them about the Symposium, urging them to attend. They came as a team of five and are planning to return to do a lot of interesting things in Puerto Rico.

May I end with one thought that came from a person who attended the First Symposium. Bob Johnson was one of the first people in our area of education who secured a grant of money under Title III of the Elementary and Secondary Education Act. A very significant project has developed in Battle Creek, Michigan, since that time. Bob Johnson has now moved to a new college in Minnesota as the director of research and wrote saying he was sorry he could not come, but he included some good thoughts from which I quote about three lines. "It seems very apparent to me that there are abundant resources available for the area of health, physical education, and recreation if we are willing to merge our resources and act in an interdisciplinary manner." Let us put our resources together and think not just of our own speciality but in an interdisciplinary manner.

I sincerely hope that this conference will help to break down old fences of compartmentalization that do nothing to add prestige to the profession. Let us present a new united front, whereby we can draw from many resources and therefore give the students whom we serve the very best we can offer.

Carl A. Troester, Jr.
Executive Secretary-Treasurer, AAHPER

GREETINGS

On behalf of the membership of the Society of State Directors of Health, Physical Education, and Recreation, I want to welcome you all to this Second Symposium on Federal Support Programs for Health, Physical Education, and Recreation. We feel that federal funding is one of the critical concerns that our profession is facing. We have had quite a bit of experience with the Elementary and Secondary Education Act. The Society membership and the Executive Committee of the Society know that in this concern, we were all--as a discipline in education--well informed and well prepared relative to ESEA. However, when it came to getting money, we came in second or third or fourth or fifth on the list. Many educators seemed surprised that so many people in the United States didn't know how to read, but they were not so concerned with the critical question of the health of children, their physical education opportunities, and their recreation opportunities. This is the concern uppermost in my mind as we begin our deliberations here.

Robert Holland
President of the Society of
State Directors

FEDERAL PROGRAMS: AN OVERVIEW

		Page
Office of Education Plans and Programs	J. Graham Sullivan	2
NEA Legislative Proposals	John M. Lumley	9
Federal Legislative Program	Samuel Halperin	12
Report on H.R. 7595	Lloyd Meeds	15
Programs for the Disabled	James Garrett	17

SUCCESS STORIES

Saga of Sonoma County	Ted Hucklebridge	21
Cleveland's School Camping Project	G.H. Rodgers	23
Title III Supplementary Center	Frank W. Cyr	26
Broadfront in Ellensburg	Lloyd J. Rowley	27

PROPOSAL DEVELOPMENT

Research Projects	Hendrik Gideonse	31
Why Projects Are Rejected	Lewis Walker	36
Checklist for Projects for Federal Support to Schools	Arne L. Olson	40
Writing Research Proposals for Government Funding	Robert Beezer in The Research Letter	43

NEW SUPPORT PROGRAMS

Education Professions Development Act Russell A. Wood 50

Who and What will be Funded under EPDA 62

Administrative Plans for EPDA 64

Programs of Recreation for the Mentally Retarded Wallace K. Babington 71

Physical Education and Recreation for Handicapped Children Bobby E. Palk 76

Fact Sheet on Title V - (P.L. 170) 80

Financial Aid for HPER Programs for the Handicapped 83

Synopsis of Key Federal Programs for Mentally Retarded 86

PROGRAMS IN ACTION

Federal Assistance for the Improvement and Extension of HPER Programs Elsa Schneider 96

1967 Amendments of the Elementary and Secondary Education Act 126

Health Related Federal Assistance Programs:
- Maternal and Child Health Services 132
- Child Welfare Research, Training, and Demonstration Projects 133
- Health Services Development Projects 134
- Areawide Comprehensive Health Planning Projects 135
- Dental Health Programs in Communities 136
- Drug Abuse Control 137

IMPLEMENTATION

Implementation: An Overview William E. Noonan, Jr. 139

By District and State Associations
- For Eastern Ruth Byler 141
- For Southern Lee Gentry 142
- For Midwest Pat Cavanaugh 144
- For Central Ed E. Steinbrecher 145
- For Northwest and Southwest Ed Long 147

By State Departments Gordon Jensen 149

By Local School District H. Carroll King 151

By State Association Presidents Ted Hucklebridge 153

By Colleges and Universities Lloyd Russell 154

Implementation: A Final Word Ethel Brown 156

APPENDIX

U. S. Office of Education Regional Offices 158

Food and Drug Administration Field Offices 159

ERIC Centers 160

Regional Educational Laboratories 162

Research and Development Centers 164

Regional Directors of Educational Research 165

Title I ESEA Coordinators 166

Title III ESEA Coordinators 173

State Commissions for Higher Education Facilities 181

Excerpts from "The Fifth Freedom" 188

Keeping Posted on Federal Support Programs: A Resource List 196

Participants 198

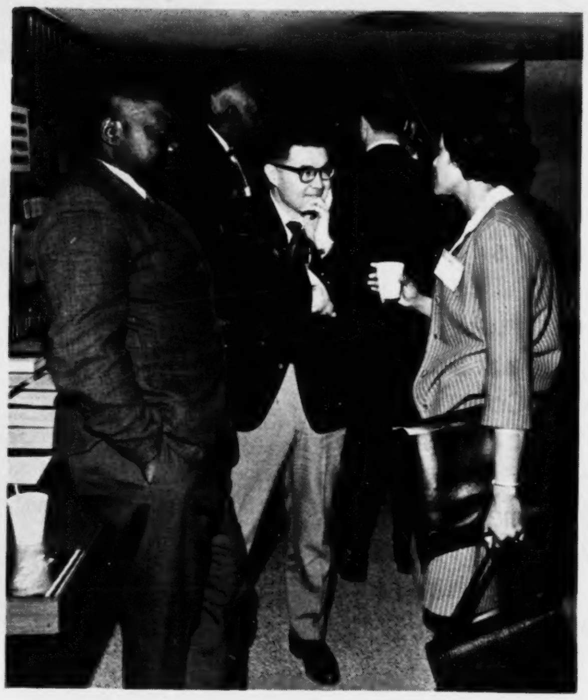
The General Sessions of the Second Symposium on Federal Support Programs were held in the Crabtree Auditorium of the NEA Center. Above left, l. to r. are Lloyd Rowley (Ellensburg, Washington); Mrs. Rollin Brown, Symposium director; Congressman Lloyd Meeds; Robert Holland, president, Society of State Directors of HPER; and Ralph V. Stevens (Seattle, Washington). Members of the Planning Committee are, l. to r., standing, Noonan, Olson, Troester, Steiner; seated, Schneider, Parris, Brown, Spande, Darland (complete roster of Planning Committee appears on page iv).

Above, John Lumley, NEA Legislation and Federal Relations, at rostrum. Right, J. Graham Sullivan, Deputy Commissioner of Education, U.S. Office of Education, and James Garrett, Deputy Administrator, Social and Rehabilitation Service, HEW.

Above speakers Wallace Babington, Individual and Family Services, HEW, and Bobby E. Palk, Mental Retardation Branch, HEW. At far right, Samuel Halperin, Deputy Assistant Secretary for Legislation, HEW. At right, Lloyd Meeds.

Left, working groups ponder questions on the Education Professions Development Act during a discussion period.

CIES COMMISS



Above, left: delegates David Furman (Puerto Rico), Ralph Hatley (Tennessee), and John M. Cooper (Indiana) discuss a problem before meeting time. Mid-morning breaks gave opportunity for informative conversations, and at right above, Myrtle Spande, AAHPER staff liaison for the Symposium, greets Congressman Lloyd Meeds, as AAHPER Executive Secretary, Carl A. Troester, Jr., looks on. Right, the Puerto Rican delegation.

THE FIFTH FREEDOM

On January 6, 1941, President Franklin D. Roosevelt set forth to Congress and the people "four essential human freedoms" for which America stands.

In the years since then, those four freedoms -- freedom of speech, freedom of worship, freedom from want, and freedom from fear -- have stood as a summary of our aspirations for the American Republic and for the world.

And Americans have always stood ready to pay the cost in energy and treasure which are needed to make those great goals a reality.

Today -- wealthier, more powerful, and more able than ever before in our history -- our Nation can declare another essential human freedom.

The fifth freedom is freedom from ignorance.

It means that every man, everywhere, should be free to develop his talents to their full potential -- unhampered by arbitrary barriers of race or birth or income.

We have already begun the work of guaranteeing that fifth freedom.

The job, of course, will never be finished. For a nation, as for an individual, education is a perpetually unfinished journey, a continuing process of discovery.

But the work we started when this Nation began, which has flourished for nearly two centuries, and which gained new momentum in the past two Congresses -- is ours to continue -- yours and mine.

Lyndon B. Johnson
from Education Message
February 5, 1968

FEDERAL PROGRAMS: AN OVERVIEW

OFFICE OF EDUCATION PLANS AND PROGRAMS

J. Graham Sullivan
Deputy Commissioner of Education
U. S. Office of Education
Washington, D. C.

I think you might be interested first in some of the reorganization which is taking place in the Office of Education. When I came back here about a year and one-half ago, because of my experiences at the local and state level in dealing with the Office of Education, I said to staff that the one thing that was not going to happen right away, at least for a year, was any major change in organization. We have held to that pretty well. But, about three or four months ago we did move ahead with some reorganization and changes. One change occurred as a result of the action of Congress a year ago to establish a new Bureau for the Education of the Handicapped. You are familiar now with that bureau and its leadership. We believe that we have the best man in the country in Jim Gallagher who heads the new bureau.

We have done two or three other things that I think you would be interested in. About three months ago we decided to take a very careful look at the National Center for Educational Statistics for we felt that we were not providing the kinds of services in getting the output that we felt was essential--neither to the education community nor to our own program operation personnel. So, we came up with some recommendations which we have now implemented. We are dividing the responsibilities of the National Center for Educational Statistics and are setting up a structure that will enable us to perform better the rather vast responsibilities which the Center had to provide general educational statistics for the educational community and to provide statistical services to our bureaus and operating programs.

We divided the responsibilities of the Center into three parts. One was the gathering of general educational statistics, building our data bank, and the "massaging" of that data, getting it into proper shape, and then disseminating it to the field. The second function related somewhat to what we are doing also in our Office of Program Planning and Evaluation. We call it "model building," both short term and long term. This is the making of projections into the future and the indicating of the kinds of priorities that we should establish in utilizing resources that would be available to us. The third function was the actual control of the computer resources--equipment and program personnel for data processing itself.

Our final action has been to leave in the Center only the data collection, data handling, and dissemination responsibility and to transfer to a new office, an Office of Management Information, the control of the data processing equipment and the programing capacity. The third responsibility, the model building, both long and short term projections, has been transferred to the Office of Program Planning and Evaluation. These changes in organization made some sense to us, both in terms of the function being performed and in terms of providing greater capability to us at the commissioner's level to control the resources and establish the priorities and direct our activities to serve you and ourselves better.

The second plan of reorganization that we are in the process of implementing is to establish a new Bureau for the Education Professions Development Act. We had a decision to make as to how we would administer this important new legislation. At the time the legislation was introduced, one of the objectives was to attempt, really for the first time, to bring together in one package all the various pieces of legislation in USOE directly related to the training of teachers, so that it would not be splintered and fragmented throughout the office. We had to make the decision as to whether or not we would leave the responsibility for administering EPDA in several bureaus, or whether we would bring most of the programs into one bureau. We worked on this for sometime, first with an in-house committee and then, in order to get away from vested interests, we worked with outside groups. We invited Dwight Allen from Stanford University to serve as chief consultant, and with a series of task forces Dr. Allen prepared our basic document for administration of EPDA, not only the organizational structure, but the direction and the strategies that we would follow in implementing the legislation. We have selected the person who will head this new bureau, although I cannot officially report his name to you now. We think that we have been very fortunate in again getting the top person for this kind of job.

For a third organizational change, we have moved ahead to establish another new unit, or re-establish a unit. A year ago, when the International Education Act was passed, the Act actually authorized the establishment in the secretary's office of a Center for Educational Cooperation. It was the intent to place in that Center major units in the field of international education. As you know, the International Education Act has again not been funded. The secretary and the commissioner decided that we could no longer delay taking some action to focus attention on and to bring together the people in international educational activities in the secretary's office and in the Office of Education. We then moved ahead with plans for bringing units of international education all together in the Office of Education. We are establishing, effective February 1, an Institute for International Studies in the Office of Education. Bob Leetsma, who came to the secretary's office from Department of State, will head up this new unit, as assistant commissioner for international education. This will bring into one package, all activities in international education, such as our division of foreign studies, our teacher exchange unit, teacher assistance program, our cooperative educational research unit, and all of the miscellaneous activities involved in international education.

We brought in about six months ago a management firm to develop a conceptual design of a management information system in the Office of Education for we did not have at the commissioner's level, the kinds of timely information that were needed to make decisions. Accordingly, we set up a new Office of Management Information reporting directly to the commissioner's office.

Another thing that I would like to refer to is what we call the "Kelly Amendment." As a former state administrator and a local administrator, I have been very conscious for a long time of the problems that have bothered all of us with regard to federal aid to education. It is the uncertainty as to the appropriation for various pieces of legislation, the delays in action by Congress and in action on our part in getting information to you. For example, it was late February before we gave local school districts the allocation tables for use with Title I. As a result of this you and others went to Congress, wrote to the White House, wrote to us, and indicated that something had to be done. And so the President directed the secretary to appoint a committee to make some recommendations for a more appropriate timetable for legislative action and appropriations actions so that it would fit into your budget planning cycle at the institution level and at the local and state education levels.

The number one recommendation called for long-term authorization of any legislation; we proposed a five-year authorization period. It provided for a commitment by Congress for a level of funding one year in advance and for planning and evaluation money one year before any new legislation became effective, so that you would have funds and you would have time to plan before program money became available. It provided for authorization for you to make commitments as early as December 31 on certain types of expenditures, for example, you could make personnel commitments against the level of funding for the following year. It provided for a one year lag before any changes in legislation became effective. For example, in Title I each year there have been some formula changes. The new Kelly Amendment would provide that those changes could not become effective until one year in advance. And finally, it provided that if there is a five-year authorization, one year before the last year of any legislative authorization, Congress would either have to act on an extension or the authorization would continue for at least one year so that you would have one year's time to close out any program. This, we think, is one of the most significant things that has happened. We did not anticipate at the outset that we would get any action in this year's Congress. We were pleasantly surprised, however, for in the conference report which was really the appropriations bill, Congress did adopt part of the proposals we had made.

Thirdly, I am going to report to you briefly on the budget. I don't have to tell you that the budget again is a tight budget and I don't have to indicate to you what the reasons for it are because you are as aware of them as I am. Actually in summary we would say that in the Office of Education we had to make reductions in the amount of about $347 million. Most of this cut had to do with construction. It was felt that this would be better than to cut down on personnel services and program activities. Actually, if we compare the 1969 budget with 1968, with the cutback reflected, there is an increase in the total budget. For example, in terms of obligations in 1968 the total budget for the Office of Education--I'm not referring to appropriation figure, but authorized obligation--was $3.887 billion and the new figure for 1969 is $4.119 billion. The major increases are in the area of teacher training. The EPDA 1968 figure was $177 million, the 1969 figure is $247 million or a $70 million increase. There is a major increase in programs for the handicapped; the figure for 1968 is $53 million, and the figure for 1969 is

$85 million. The third major area is in the area of research. Research this year is $90 million and in 1969 a major increase to $176 million, so that our 1969 budget will enable us to continue most of our programs at the 1968 level and make some major thrusts in areas which have been given an extremely high priority.

George Murphy from California introduced and has had passed legislation relating to drop-outs; there is $30 million in this budget for that program. Senator Yarborough from Texas introduced an amendment to ESEA to provide for bi-lingual demonstration projects and instruction; $5 million in the budget for 1969 is for that. There is $10 million in the budget relating to the D. C. schools to set up a model school program. D. C. was selected to attack urban problems in education largely because it is the national capital. It could be selected without getting into jurisdictional problem with states. There is $10 million in the budget to provide for this activity, plus a proposal which Congresswoman Greene from Oregon made, which will be incorporated as part of the model school system, for what she referred to as "a community school program."

This concept is one in which HPER will play a large part for when we talk about a community school activity, we are thinking about all the resources of the community that can be brought to bear on the educational enterprise largely outside the school hour; weekends and summer time.

Let me report to you also on our further plan for regionalization of the Office of Education. The NEA and other major professional organizations have had some serious reservations about our plan to decentralize the administration of the Office of Education. We met recently with many of the state superintendents and informed them that we are moving ahead with some of our regionalization plans. However, for three reasons this is a slow, careful movement: (1) a cutback in our salary and expense budget, (2) the questions which you and some others raised about the effectiveness of our decentralization program, and (3) the important factor that Congress itself advised us to slow down on our plan for decentralization. We have decentralized most of our state grant programs in the Bureau of Elementary and Secondary Education. The only thing that we are doing now in the way of further extension is to complete the decentralization of those programs and we are not decentralizing any other programs. Title III of NDEA and Title V-A of NDEA, Title II of ESEA, the Arts and Humanities, and the Library Services and Construction Program. These will shortly be fully decentralized with the authority and responsibility for decision making in the regional office.

Certainly much has happened since your meeting last year. Some accomplishments are difficult if not impossible to measure, but others can be tabulated in merit if not qualitatively. For example, during the first year of Title I of the Elementary and Secondary Education Act, almost 9 million children were reached in 17,481 school districts in every state in the country. About $22 million was expended for health services rendered to over 2 million children. Almost 5,000 nurses, 1,000 physicians, and 800 dentists were added to the school staff full or part time. More than one third of all Title I projects had a health component as an integral part of the compensatory education program.

Numbers, of course, are not everything, but those of you who are interested in the health of children and youth can stimulate the kind of plan and training that will make for productive programing. Responsibility for designing and conducting Title I projects rests with local and state authorities. The vision and understanding of those responsible will in part at least determine the quality of services for children. Your role is leadership, to see that funds are well spent for the highest priority needs. May I urge you in the institutions of higher education and you local administrators, health supervisors, and physical education supervisors to become involved. Let me urge that you keep in close touch with your Title I people and with Elsa Schneider, who has among her many responsibilities, the vital task of representing your interests. The Office of Education currently administers approximately 76 different programs involving about $4 billion. More have been added this year and more will be added in the 1969 program after the President introduces his education message. Our efforts now are to work with the state departments of education in comprehensive planning so that all of these 76 programs we are talking about will work.

We are trying to encourage as much packaging of programs in combination as possible. For example, North Dakota has come in with a package for both pre-service and in-service training of teachers and this involves a number of pieces of legislation. The institutions of higher education in North Dakota are involved, the state offices are involved, the intermediate units are involved, and the local level of school districts are involved. This is really our first venture in what we would call comprehensive planning and packaging and we are trying to structure our organization so that we can respond to this kind of proposal. Texas is now doing the same thing.

A meeting in Chicago on February 3 is an effort to develop plans for comprehensive planning and to establish the relationships between the state offices and the Office of Education to encourage this kind of thing and to define our respective roles. This conference gives you a chance to become acquainted with new comprehensive legislation and hopefully will help you do something we have all been dreaming about for years. This group has the chance to move the world of health, physical education, and recreation forward, representing as you do not only state teams but also schools, colleges, universities, official and voluntary organizations both private and public at the local, state, regional, and national levels.

Surely you know the importance of involving not only those who agree with you but also those who sometimes do not agree but who have the interests and common goals that you have. Your support is needed if children and youth, all of them, not just the slow and gifted, the poor and affluent, but all of them if they are to have the opportunities for quality growth and development.

Working with other professions, disciplines, and programs is becoming increasingly productive. Among the programs in which your areas of interest should be involved are "Parent and Child Centers," "Head Start," "Follow-Through," Selected Public Health Service Programs, Social Rehabilitation Programs, and the list goes on and on. A rearrangement of priorities and expenditures and time and energy may be required. Better communications and cooperation between and among the Office of Education, state departments of education, and institutions of higher education and local districts and other agencies, both government and nongovernment, both private and public, is a persistent goal. We all have a common responsibility to achieve such ends.

Another Office of Education effort that may be of interest to you is being mounted in the Bureau of Research--I refer to the organic curriculum, a major research and development effort initially involving 17 high schools, 14 state departments of education, and other federal agencies in an experimental program designed to meet the needs of both disadvantaged and advantaged students. This effort, to extensively redesign the current comprehensive high school curriculum, will utilize appropriate self-paced and self-instructional technology and will accommodate individual differences in learning rates. It will be designed so that each student will experience success, and yet it will be structured enough to meet vigorous standards in terms of the level and the content.

Such a program must necessarily be adaptable to a number of different school systems across the nation and this is why we have selected several. The 17 school districts represent a cross-section of inner-city, suburban, and rural areas throughout the country which have volunteered to serve as sites where the new curriculum can be developed, tested, and evaluated in ongoing school situations. The Office of Education will have primary responsibility for providing coordinated leadership and planning and funding. Seven developmental areas will be explored: science, math, art, humanities, social studies, personal and social development, English and vocational education.

The most important feature of this curriculum is that it is to be learner-centered, rather than teacher or subject matter centered. This is an approach which has long been practiced in physical education. In general, the overall design of the curriculum should (1) develop in the student an understanding of the real world, through a series of experiences which capitalize on the desire of youth to investigate the world for himself; (2) orient students to the attitude and habits which go with successful adaptation as an adult; (3) provide a background to assist the graduate to understand how he fits within the economic and civic institutions of the community; (4) help graduates cope with a shifting labor market and changing career opportunities; (5) create within the student a sense of self-reliance and control over his own destiny; and (6) link the development of basic learning skills with the vocational or avocational interests of the student.

Physical education has a great deal to contribute in the working out of this curriculum effort. We frequently overlook the fact that it has for years been the prime source of motivation for many students who otherwise could not see the relevance of their hours spent in the high school. Physical education has done a better job than any of the other disciplines in defining all kinds of behavioral skills or performances a student should be able to achieve before graduation. We can all recall our own impatience and frustration in the traditional high school classroom; more often than not that experience stands in vivid contrast to the more enjoyable physical education activities. What is more, some of the most important lessons of life are learned through physical education. General Douglas MacArthur put it well when he said "upon the fields of friendly strife are sown the seeds which upon other fields in other days will bear the fruits of victory." Physical education comes to grips with the problems of motivation.

Let me now give you a brief overview of a few of the things that are happening in your area of interest. I have already referred to the health services of Title I of ESEA. Many new things have started to happen in health education, physical education, and recreation and these are just a few examples. One school system is planning a program in health education and health occupational training. Students will be provided with personal education and experience in hospitals to strengthen the health component in the curriculum after secondary school level. Health agencies will be involved in the teaching of health programs and guidance programs will emphasize all types of careers related to health. In another school system, parents' participation will be emphasized to extend learning into the home, particularly in the areas of health and language arts.

A community physical education program has been devised by a local school system to foster the improvement of individual concepts of others and dignity in disadvantaged youth. Physical fitness programs are sponsored in many places. In another instance, academic and cultural programs for economically and educationally deprived children have strengthened recreation components. As of last November 100 Title III elementary and secondary education projects involved in health education services, mental health, and safety education were funded for a little over $11 million. Thirty-four physical education projects for approximately $3 million were undertaken. Approximately 12 studies with physical fitness emphasis and 10 related to health are going on or have been completed. Under Title I of the Higher Education Act, 65 projects for community services and continuing education, 36 projects dealing with recreation are being carried on in 20 states by 34 institutions of higher education--$421,000 is involved in this. Under the same Act, 59 programs dealing with health are being carried on in 29 states and 47 institutions of higher education. Here about $700,000 is involved. Finally, the new Title V of the Mental Retardation Facilities and Community Mental Health Centers Construction Act provides authorization for $6 million through June 30, 1970 for grants to public and other nonprofit institutions of higher learning.

I hope that I have given you an overview of the Office of Education and some of the things that we are doing. I have told you a little bit about the budget, and have identified some of the ways in which we have given attention to the area of your major interests.

THE NEA LEGISLATIVE PROPOSALS

John M. Lumley
Assistant Executive Secretary for
Legislation and Federal Relations
National Education Association

The Executive Committee is recommending to the Board of Directors, in setting up of priorities for the NEA, that the legislative program be the Number One priority. The program I am going to talk about today relates primarily to elementary and secondary education. We are talking about a $6 billion general federal aid program with only one restriction in the federal law: that at least 50% of the money that goes to the states would be earmarked for increasing teachers salaries. This would mean not only increased salaries, but employing more teachers or doing whatever should be done, the needs to be determined by the state agencies themselves. They would only report to the U. S. commissioner of education that they were going to spend their money in certain ways.

We are including in the bill not a full laundry list, but a suggestion of the types of things that we feel are urgent needs and for which the money could be used to good advantage. We contend that one of the things we feel most important would be summer school programs of all types. This involves your organization because you operate many types of summer programs. You have an opportunity here because of the need for summer camps and recreational programs, the urgent needs of the cities and the urban centers. Another urgent need is the program for preschool education. In addition, we have programs for the drop-outs and adults. We have the community colleges, but one of the unfortunate things is that it can only help the community colleges in the states where these are considered a part of the secondary school program. As the bill will be drafted, you see, it will be a program only for the improvement of elementary and secondary education in the United States. In some states now, and gradually in more, the community college or junior college program is being transferred to the higher education board and is no longer considered a part of secondary education.

A great many people ask how we can propose a $6 billion program when the President proposes a budget that even with a 10% increase in taxes will not be in balance. It is short roughly by the $6 billion we are talking about. However, we are not thinking of this program starting right now. With 50 states involved it is going to take time to plan; 50 states have to make decisions on what their most urgent needs are.

Let me say again and reemphasize that the bill will be drafted in the simplest form we can devise and control of the programs will be entirely by the states. The only restriction is that 50% of the money must be for teachers salaries. Fiscal reporting will be required in accordance with accepted practice. This is going to require that the state make some inventory; what are the urgent needs of the state? We don't believe that the urgent needs of California are necessarily the urgent needs of Pennsylvania or the urgent needs of Mississippi. And once you decide what the urgent needs are, you then have to decide how you can effectively spend this kind of money.

The $6 billion is based on $100 per school-age child, in the states. This would give us roughly $5¼ billion dollars in the first year of a proposed five-year program. In addition to this there would be $750 million that would be distributed on an equalization formula, so that the states with low income per school-aged child would receive more than the state that has the highest income per child. At no place in this bill are we using a formula of the number of children in attendance or average daily membership; instead, we are using 5-17 general population, a figure that can be obtained from the Census Bureau and is as current as we can make it. This would mean that for Mississippi, which is almost always at the bottom of any ranking, the amount of money available in the local school district could be an increase of more than 100%.

The key to this whole thing, as far as the NEA is concerned, is that it is based upon state plan, state inventory of needs, state decision as to how it shall be done. Unless we can show the Congress that we have increased the efficiency of the educational system in this country to the value of $6 billion--in the third or fourth year as time goes on--you can rest assured that the Congress is not going to provide us with additional money.

One of the things that happened in the last session of the Congress may be beneficial. This is a case where Dr. Halperin and I were on opposite sides--when we were working to solve the problem of Title III of the Elementary and Secondary Act. The NEA was working to transfer 85% of it to the states for them to make decisions and to let the Commissioner have 15% for national problems. As it turned out, the Congress, in its wisdom, transferred 100% of it to the control of the states.

The point I am making is this: if 50 states can produce results in the operation of Title III in ESEA, they will then prove that they would be able to handle effectively and efficiently a general federal aid program. If our experience with state operation of Title III is not good, then I am sure the Congress is going to question whether it should move quickly into a broad general aid program to the tune of $6 billion. This is going to be a great drive and we are going to work hard at it. This is the big part of the NEA program.

There are also other parts of our legislative programs--important parts. One is, the forward funding provision, so that school districts will know how much they will receive early enough so that they can efficiently use the money. This will solve the problems of having Congress appropriate funds long after the school year has started and not knowing until then what will be available. This is partially solved in the 1967 amendment to the Elementary and Secondary Education Act, and I think it will be partially implemented by the President in his budget message.

Another long-term goal of the NEA is to establish a separate cabinet-level department of education. We believe it is more important now than it has ever been before, because we find that those of you in the field, particularly superintendents of schools, are dealing with at least 40 different agencies in the federal government to get money for education or for manpower training, and we believe this should be brought under the head of one Secretary and that education, which in the President's words "is the most important obligation of the federal government, and the state and local governments," should have full cabinet status.

Another goal, which we probably will not accomplish in this particular fiscal year, is the full funding of education programs as they have been passed --in other words, to get the authorized money for the legislation that has been passed. I am talking about everything--elementary, secondary, higher, and all the others. The Congress has made a determination that a certain amount of money is needed (and this determination is the recommendation that comes from an education committee) but the Appropriations Committee often makes another determination--that we don't need quite that much money, or that because of the fiscal situation we have to reduce or fit the amount of money into the amount that is available for the whole government operation. We are not certain what we can accomplish in this session of Congress, although it will be a major goal of the NEA.

We are also going to work this year, as we did last year, for the inclusion of health and physical education teachers in Title XI of the NDEA. Although EPDA takes care of all teachers, it is our understanding that the Senate of the United States is going to attempt to continue Title XI, and if so, health and physical education teachers must be included.

Let me come back and say that the Number One priority is the drive for $6 billion of general federal aid. At this time this is not to replace any categorical programs that are in existence. If we total the categorical programs and the general federal aid program, we will find that the federal government would then be paying roughly 22% of the cost of education. It is the general feeling of the NEA that the very minimum the Federal Government should carry would be 25%, and more equitably, a third of the total cost of education.

THE FEDERAL LEGISLATIVE PROGRAM

Samuel Halperin
Deputy Assistant Secretary for Legislation
Department of Health, Education and Welfare
Washington, D. C.

In less than half an hour, the President will send to the Congress his budget for fiscal year 1969, that is to say the budget for the year ending June 30, 1969. This is the first budget in the some eight years I have been in Washington that does not provide for very large increases in health and education. Nevertheless, it does provide for selective increases and it does provide for new starts on important programs. It also provides for a continuation of most of the things we have been building together--in the NEA and in the Administration--for the past several years. It is well to remember, as we put this budget into context, that it is approximately six times the budget of the Office of Education in 1963, and that all Federal education spending has tripled in the past four years.

When we look at the budget, we see a total increase in spending over last year of some $10\frac{1}{2}$ billion. But $10 billion of that $10\frac{1}{2}$ billion is for mandatory increases in federal programs. I say mandatory because those increases are "locked in" as a result of legislation that Congress has enacted in recent years--increases in veterans' benefits, costs of Medicare and Medicaid and Social Security, increases that result from the cost of running the federal service, the administrative cost (which is still substantially less than 1%), increases that result from higher interest rates on the national debt. Also, something over $3.3 billion of that $10\frac{1}{2}$ billion increase is for the cost of national defense; you understand that item as well as I do. The only increases in the budget for civilian programs of a so-called "controllable nature" are an aggregate of $\frac{1}{2}$ billion, and that is spread through existing programs and legislation that will be proposed by the President during the next couple of weeks--$\frac{1}{2}$ billion for the entire civilian area of new growth.

In order to get to this point, the President first had to make some very difficult choices, and other members of the Administration had to make difficult choices, because on the one hand we were committed to moving forward with our domestic programs--and I sincerely believe we have done that to some extent. At the same time, we had to pay attention to and conform to the necessity for having a sound economy, for controlling price increases through inflation, for meeting our balance of payments problems, and for generally strengthening the underpinning of our domestic foundations. Moreover, the Congress made it very clear that if there were to be large increases in domestic spending, we could not get the fiscal and tax policies that most economists, including those in the Administration, considered absolutely necessary.

So while we have some starts, we also have some very substantial cutbacks. And these cutbacks are going to be a source of great concern to educators, and to people in the medical profession. I am sure that the nature of these cutbacks will be bitterly debated and opposed and may, in fact, be modified by the Congress and by the American people in this debate that occurs every year around the budget and around new legislation.

For example, the Administration decided that when you had to make choices between things and people, you ought to put your limited money on people. So you will find that most of our education programs that provide for the services of people--teachers, administrators, supervisors, guidance personnel, back-up people--have generally been kept at their present level and, in some instances, there are substantial increases. For example, we propose a budget involving a 25% increase for the fight against adult illiteracy. We are proposing to continue Title I of ESEA at about last year's level of $1.2 billion. On the other hand, again rightly or wrongly, because the Administration had to make these choices, it decided to recommend to the Congress very substantial cuts in the construction program for higher education and certain health facilities, on the grounds that in most instances buildings can be deferred for a year or two while people can't. Also, rather substantial cuts were proposed in the equipment purchase programs and in the book purchase programs of various federal statutes. You can look forward, if that is the appropriate expression, to a budget request by the President for Title III of NDEA and Title II of ESEA substantially less than in the previous year.

Now, I want to talk about some of the particular areas of new starts and what we believe are forward thrusts. In the first place, there is the question of forward funding. We are very grateful to the leadership and support that we received from the education profession and from the NEA, in particular, in getting the amendments to the ESEA which were signed by the President on January 2. These amendments make it possible for us to go to the Congress and ask for, in effect, a commitment of two years of money during this one calendar year. In our supplemental budget for fiscal year 1969 which will go up shortly, we are going to ask the Congress for $1.2 billion for fiscal year 1969. Then in our regular budget we are going to ask the Congress for $1.2 billion dollars for Title I of ESEA for fiscal year 1970. We won't have a total of $2.4 billion to spend all at once; but, if the appropriations committees and the Congress agree with the Administration, you will know sometime this year how much money you will have in the coming year and how much money you will have in the second succeeding year. This will be the first time that this will be possible and it should go a long way toward removing the problem we have been living with of starting a school year and never knowing how much money would be available to fund a program. We started our forward funding with Title I of ESEA; we think we can make our very best case there. If it works, we'll go forth in succeeding years with advance funding or forward funding for other Titles in ESEA.

I might add that our legislation that will be sent to the Congress this year will ask for forward funding of NDEA and forward funding of the Higher Education Act of 1965. We want to get this principle established wherever possible; that the Congress should commit funds for education programs so that the magnitude of those funds can be known sufficiently far in advance so that educators can plan effectively and efficiently for the job they have to do.

In addition to that kind of an advance, which I consider to be a very real one, we are going to have a substantial amount of new legislation. We are going to have a very large Higher Education bill--not large in the sense of billions of new dollars, but large in its scope and in its promise. The President decided that--just as NEA has very wisely been planning for post-Vietnam and planning how it would like Federal resources to be made available for the support of elementary and secondary education--there were some very high priority items in the field of higher education that ought to be started right now with quite small sums of money so that they could be expanded at a later date. In this Higher Education bill we are going to have a request to the Congress for an extension of NDEA for five years, an extension of the Higher Education act for five years, and numerous, we think, perfecting amendments.

As examples of the kind of thing we are trying to do to improve the operations of our programs: in Title III of NDEA, we are asking the Congress again to remove all of the categorical restrictions other than the restrictions on divinity and theology. In other words, rather than add new subjects to Title III of NDEA we would prefer to take off the restrictions and let schoolmen and schoolwomen buy the equipment and the audio-visual materials that they need to do an adequate instructional job. This, of course, if it were adopted, would provide for the purchase of materials in the field of health, recreation, physical education, and safety. Similarly, in the Higher Education Act of 1965, Title VI, which is a program somewhat similar to Title III of NDEA, a program to provide for the purchase of equipment for instruction of undergraduates and graduates, we again will ask the Congress to remove all categorical restrictions and permit the purchase of all equipment other than the equipment needs of instruction in religion, theology and divinity.

Our Education Professions Development Act is due to begin on July 1. We feel pleased that, despite the tremendous problems of the President in this particular time, we've been able to get a quite significant amount of new money for the training of teachers and administrators, supervisors, and back-up personnel. So in the budget that will be before the Congress in half an hour or so, there will be rather substantial increases for teacher training, Teacher Corps, the new Educational Professions Development Act and that should include, as the awards are made by the Commissioner, some significant increases in the numbers of people trained in your respective fields.

We prefer EPDA's broad umbrella of training authority rather than the constant haggling over this and that field that has to be added into existing categorical programs. We are in favor of training any type of educational personnel and we have said that to the Congress. If Congress were to decide to extend NDEA Title XI, we still would probably not ask Congress for money to fund that title. We are grouping our appropriations requests to the Congress--at their request I might add--in broad categories and one significant new, broad category is the Education Professions Development Act. That is where we are going to try to put our chips, if we can, in the immediate future.

REPORT ON H.R. 7595

Congressman Lloyd Meeds (D-Washington)
House Office Building
Washington, D. C.

I'd like to be able to stand here today and give you an optimistic report on the chances for passage of my bill, H.R. 90-7595, but I'm afraid I can't do it. Some things have transpired since we last met that I think have a profound effect on this. First of all, I think a good thing that has happened, although not as good as we would like to have had happen, was the incorporation of Title XI of NDEA in the Educations Professions Development Act and the elimination of categories. $21½ million has been authorized for that and in fiscal 1969 you will be able to come in with health education and recreation under the old Title XI of NDEA which will make you eligible for the summer institutes and other training programs under that title. I think that is good, even though we would have preferred to keep Title XI where it was and then gotten health, physical education, and recreation in as part of the category so that you wouldn't have to fight with everything else.

One of the things I do not think bodes as well is what is happening in Title III. Title III is that title of NDEA which provides equipment, teaching implements, and that type of thing for teacher education and for use in the classrooms. It has really been the standby of NDEA. However, it was and still is categorized and health, physical education, and recreation were excluded because they were not named. The bill I proposed would have brought them into Title III and would have provided an extra $10 million for their inclusion. Now the chairman of the House Education and Labor Committee, Carl Perkins, introduced the Administration's bill in the first session of the 89th Congress and he proposed the elimination of the categories. In terms of money, he proposed only, and I'm quoting, "such funds as may be necessary." This is in contrast with my proposal which asked for an increase from $100 million to $110 million for Title III. In effect, the chairman was bringing in the Administration's language when he said, "such funds as may be necessary." I believe the Administration has taken this literally because in glancing over the budget very hurriedly yesterday, I find that in Title III for fiscal 1967 only $81.9 million was proposed and for fiscal 1968, $78.7 million was proposed, and for fiscal 1969 in this budget the President is proposing $17.9 million for Title III which is a drastic cut and I fear a very serious matter. I have reason to believe that there have been some transfers of some of the programs in Title III into other Acts and therefore it's not as bad as it appears. However, it appears very bad to me and I am sure it does not bode well for our progress in the types of things we are looking for.

I've had several occasions to wish that the proposals that we made with regard to health, physical education, and recreation for inclusion in Title XI and III has been carried out because the more I look at education the more I see the need for education and the needs, particularly, for health and physical education. I am concerned because we as a nation are becoming people who are preoccupied with mental processes to the detriment of our physical well-being and we're simply not putting the emphasis on physical well-being that we ought to. As a result, all our efforts to increase our mental abilities one day will be of no avail.

I'm also concerned about the lack of health education in schools, not only the lack of summer institutes and the lack of equipment and teaching devices in health education but the absolute and outright lack of good health education programs in our elementary and secondary schools. As I've gone around the country visiting schools--and I was just in the trust territories of the United States examining the schools and the schools in Viet Nam and in Guam--I've become very concerned about the lack of good health education programs, particularly in some of the underdeveloped or what we might call marginal areas where good health education programs would be so beneficial to the young people. I noticed this particularly in Micronesia and had some rather sharp comment for a couple of the institutions in Micronesia about this very program.

One sees wherever one goes that the universal language is sports. I had the extreme pleasure of presenting two volleyball sets to the young people in an orphanage in Saigon, on behalf of the People-to-People sports program. It was discouraging to see all the young children that had been left on people's door steps, but it was encouraging from the standpoint of seeing the joy of these young people. They couldn't speak my language and I couldn't speak theirs--but they knew what a volleyball was and they knew what sports were and they knew what competition within sports was and I think these are healthy things. As I went through Micronesia and on to Guam and the trust territories the universal language there was sports. It is important to us, not only as Americans, but as people interested in education that we focus attention on these programs which can mean so much to young people in their physical and mental development.

Since the Administration has proposed the type of cut they have in Title III, even while it may well be that amendments of the Higher Education Act will remove the categories from Title III, it's removing something to get less than nothing because with that cut, all of the other programs are going to be cut and any of the new programs are certainly going to have tough sledding. I hate to end on that sorrowful note but I'm afraid that that is the unfortunate state of facts and it is one of the problems we face as a nation in trying to set our priorities and to go ahead on the things that we feel need to be done.

PROGRAMS FOR THE DISABLED

James Garrett
Deputy Administrator
Social and Rehabilitation Service, HEW

I guess our chief claim to fame recently is the fact that, as is fashionable in Washington, we have been reorganized. Some of us are quite specialists in reorganization. The program which I represent covers rather a broad variety of tasks; it covers programs for all of the disadvantaged. The program and the problems of our Agency are rather well summarized in the basic purpose of the reorganization, which was to try to do something that would be more positive, that would try to be more innovative, that would try to be a little bit different, for persons who are physically or socially or mentally or culturally disadvantaged.

I would like to point up the fact that the level of expectation most people have of a person with a physical or mental disability is very very low indeed. And it is with reference to these individuals of whom you expect very little that I would like to make a plea, a plea for the youngster who has a physical disability as opposed to the youngster with a mental disability. I understand the plea for the cause of the mentally disabled will be ably taken care of by other folks here, but those who have a physical disability are people who are in need as much as anyone else is and very frequently more than anyone else. Of all kinds of services that are to be purveyed in schools, not the least should be the area of physical education and recreation.

Let me mention one item, from the time I was chairman of the Adult Activities Board with the United Cerebral Palsy organization. We did a survey not so long ago of adolescents and young adults who had cerebral palsy. The interesting thing about that survey was not whether or not these people worked, we weren't concerned with that, because a lot of them were working, but what we were concerned about was what these young people do with their time. The intriguing part of the study was that the bulk of them spent their time at home, not out in the community. And most of them spent their time alone.

Now I ask you, is this what we expect of people, is this what we are trying to do? And I think that the problem we have is that in mass education, in a concern for everybody, the simplest thing to do is to exclude those individuals who are most in need. And this includes particularly youngsters who have physical disabilities, on the theory that they are adding to the safety factor of school by not having someone around with braces and crutches. We know now that that is ridiculous, or is it so ridiculous? Look at your schools and ask yourselves, since most of you are interested in physical education, how much physical ability does it take to get into your schools? I don't think a physically disabled person can get into this building, unless you've a side entrance. How many of your school buildings could they get in and out of? And is anybody concerned about it? In other words, it is simpler, just by not thinking, to exclude those who are most in need and those against whom discrimination is greatest.

You know today we are very concerned about the problems of minority groups We are very concerned about the disadvantaged, but we tend to equate disadvantaged and minority only on a single track. I would suggest to you that one of the largest minority groups we have in the United States are those who are disabled. And I plead with you to be concerned about them. What are we doing about the youngster in school who needs some kind of physical, occupational, and training of whatever sort? Are we seeing to it that these individuals are getting where they belong, are getting the kind of services that they need? How many of us worry about what happens to these youngsters when they grow up? We seem to work on the theory that youngsters never grow up, but the fact is that these youngsters do grow up, and what is to become of them after they grow up? Are we creating the kind of physical and other environments in the school that is going to be contributory to their really taking their place later on in society? In all honesty, I think you would have to agree that we probably are not.

I am concerned about the problem of continuity of care, which we hear much of in medical circles. We hear a lot about it, we talk a lot about it, we practise it very little. But there are vehicles and there are mechanisms for assuring these kinds of activities. It is possible to take the crippled child to crippled childrens' services to bring about some kind of remediation, to special education facilities to provide for his education, to vocational rehabilitation services to provide the transition from school to work. And hopefully at the adult level there will be some provision made for those individuals who do not find their way into a normal life.

We have been concerned with the mentally retarded, and I think this is a good start. Hopefully, like legislation which starts out with the retarded, it needs gradually to blossom out to include all disabled. And hopefully the program relating to recreation might well be broadened. I would suggest, however, that long before this program of recreation for the retarded was on the books, those of us in vocational rehabilitation were concerned and were doing something about it. In other words, rehabilitation people do not newly discover the world.

I would hope that as you go about your deliberations you will be concerned about these individuals. I would hope that you would provide for their physical education. By this I don't mean the usual sort of thing which happens in so-called adaptive physical education where if you have a little sclerosis of the back somebody might fix those back muscles up so that you can stand up and fly right. But what are you doing about the youngster who is in a wheel chair? Are you teaching him how to play basketball? Are you teaching him how to do archery? Are you as concerned about whether or not he learns these things as you are about your star athletes? Everybody won't have a Lew Alcindor, and hopefully not. In a way he is quite atypical, even though we don't look upon it in that fashion.

We are also concerned with those youngsters who are going to sit all their lives, but who can still do these sorts of things and do them quite well.

So, I would plead with you that as you move ahead you be concerned about a continuity of care for disabled youngsters from the time they get to school, and even before, until the time that they really take their place in society. You know the one reason why an individual loses his job is not because of the fact that he doesn't have the physical or mental ability to do the job, it is because he doesn't have the personality requisites of adjustment that allow him to hold the job. And this is the sort of thing that you are concerned with. Forget about _just_ the physical skills, and think about the mental and personality skills that your profession can bring to persons who have physical and mental disabilities. I think if we do this we will not have youngsters sitting at home, we will not have youngsters ill-equipped for work, but rather we will have disabled youngsters who grow into young manhood and young womanhood ready, willing, and able to take their place and make a constructive contribution to society.

SUCCESS STORIES

SAGA OF SONOMA COUNTY

Ted Hucklebridge
Sonoma County (Calif.) Schools

Name of Project: "A Segmented Demonstration Physical Education Program"

Purpose: (1) To determine the influence in the operation (both administrative and curricular) of a demonstration program, when the services of the county superintendent, county consultant, district superintendent, departmental directors, teachers and teachers aides have defined related roles to the services which are essential to the program; (2) To discover if pupils, when exposed to a program administered according to standards in the California Physical Fitness Criteria, 1962, acquire any significant learnings in the following: (a) physical fitness and/or physical performance; (b) sports skills; (c) individual awareness and/or social understanding; and finally (d) skills or attitudes related to the wholesome use of leisure time.

Program Director: Theodore H. Hucklebridge, Consultant, Physical Education and Recreation, Sonoma County Schools, 2555 Mendocino Avenue, Santa Rosa, California 95401.

Money Granted: $157,350.00

Summary: The three demonstration programs in physical education--a suburban elementary school program, grades K-6; a rural intermediate school program, grades 7-8; and a rural high school program, grades 9-12--are to be developed and operated. The operation shall be developed around a five-step scheme which is as follows:

(1) Planning, discovering, identifying, and establishing pupil needs (1965-66)

(2) Initiating administrative and curricular directions (1966-67)

(3) Providing actual (demonstration) instructional and administrative operation from policy (1967-68)

(4) Further operational development (1968-69)

(5) Evaluation and replanning (1969-70)

Simultaneously, as quality learning experiences for pupils are provided, a carefully predetermined plan of involvement of the district administrator, county consultant, county superintendent, department head, teacher, and teacher aides has been devised.

The project is based on the basic assumption that if professional practices and procedures are to be upgraded in the physical education program, the responsible personnel for the program must be involved in a predetermined plan of action. The plan of action during the planning stages brought laymen, pupils, parents, teachers, school administrators, college teachers, doctors, and boards of trustees into responding to several educational questionnaires. All questionnaires, however, emphasized the criteria set forth in the Physical Fitness Criteria of the California State Department of Education. The criteria were then organized into the following six categories: policy; program development; personnel; supplies, equipment and facilities; business management; and public relations.

Continuous contact has been maintained with the State Office of Public Instruction (Bureau of Health, Physical Education, and Recreation). Nonpublic schools have been made aware of the project from time to time and materials will be made available, at cost, to these institutions.

The County Medical Association has been involved. Its Child Health Committee has taken a special interest because of physical examinations and health histories that will be utilized in the project for guidance of pupils.

A partial list of the other cooperating agencies include three state colleges; County Welfare Agency; California Association for Health, Physical Education, and Recreation; several voluntary agencies; the County Probation Office; the school administrators and trustees associations; and several mass media agencies in radio and television. The review of curricular materials, by a screening procedure, is to be included in the program. When the innovative qualities of the program reach an exemplary level, invitations will be extended liberally to educational and lay institutions.

(Mr. Hucklebridge's brief statements were amplified by an excellent series of large photographs portraying personnel and students engaged in program activities.)

CLEVELAND'S SCHOOL CAMPING PROJECT

G.H. Rodgers
Teacher in charge of School Camping Project
Cleveland Public Schools
Cleveland, Ohio

Our school camping project is a Title I ESEA program for sixth grade boys and girls in qualified Title I Cleveland public and nonpublic schools. A five day residential school camp experience for sixth grade homerooms and the homeroom teacher is available between the third week of September through the third week of December and the last week of February through the end of May, with four homerooms participating each week. Four semesters of school camping have been completed. The fifth semester begins February 26, 1968.

If school camping is to have any realistic value educationally, it should maintain an ongoing educational purpose. We must admit that school camping can offer enrichment, enforcement, and a broadened educational experience or it is just "icing to the cake" and of absolutely no value in the school curriculum.

In the Cleveland public schools, we believe it does have a place. We call it school camping projects and we underline school. Our definition of school camping is "an extension of the classroom to provide compensatory experiences that are not available in a typical school setting."

Our purpose is not one of nature study. We are more concerned with group dynamics, interdependence of individuals, and the interaction of individuals and their environment. We desire our students to be nature minded not nature wise. We believe we cannot in 4½ days truly educate any student with regards to the outdoors.

One challenge that curriculum programs must face today is the rapid and continuous change in theory, methods, and application. In addition to this complex situation, individuals in our society are being exposed to social, economic, and political events and happenings on both the national and international level, almost as they occur. Therefore, I am convinced, one of the basic responsibilities of our major city educational programs today is to educate the individual to know and understand himself. In this respect, I believe school camping can be a vital and challenging phase. Through classroom extension educational experiences such as school camping, students are given the opportunity to have contact with life, authority, and an environment beyond their immediate neighborhood. This is an extension of the classroom that lends itself to a less formal atmosphere and ease of learning. The school camp community creates an actual and real group living situation which will provide for greater insight and understanding by both teachers and students. The teacher is the key. The success that both the teacher and student experience will depend upon the motivation, imagination, planning, and ability of the teachers during the preschool camp experience and the follow-up in the postschool camp experience.

The overall goal of the school camping project is to improve educational achievement of students by extending the classroom. Specifically, the school camping project will attempt to meet the needs of educationally deprived children by providing continuity of curriculum through compensatory experiences that are not available in a typical school setting. Project development and evaluation are guided by the following objectives.

1. Provide a new environment in which education can take place.
2. Provide opportunities for children to increase interests and motivation for school.
3. Develop an intercultural experience by creating an atmosphere in which children have an opportunity to live and solve problems together.
4. Develop opportunities for teachers to gain greater insights into the individuality and needs of educationally deprived children.
5. Strengthen positive attitudes and relationships between students and teachers.
6. Provide opportunities for students to develop positive self-image.

Lets relate these objectives to some conditions that school camping may provide for the solution of problems in the area of personality development.

1. Feeling of alienation -- school camping serves by making individuals aware of others in the group.
2. Anti-intellectual attitudes -- school camping serves by relating school subject concepts with the school camp grouping and environment.
3. Lack of good language patterns -- school camping serves by assisting students in expressing their needs, wants, and desires.
4. Lack of self confidence -- school camping serves by providing students with opportunities that lead to success.
5. Feeling of inadequacy -- school camping serves students by providing opportunities for participation.
6. Negative image of self -- school camping serves by assisting students to become aware of themselves as individuals and their role as an individual in the social grouping.

7. Inability to assume responsibility -- school camping serves by providing roles of responsibility.

8. Poor capacity to work cooperatively -- school camping serves by providing opportunities that provide for interdependence of students and interaction of students with camp and environment.

9. Poor capacity to adjust appropriately to peers -- school camping serves by the extended classrooms experience which creates actual living exposure with fellow students, teachers, and staff.

Camping can become an integral part of the academic program. It takes the curriculum to a land laboratory and revises it to take full advantage of the different environment.

Mathematics can utilize space, area, or cost concepts. Science can utilize earth science, space, astronomy, geology, animal study. Language arts can utilize composition, letter writing, observation and identification, word usage and meaning. Social studies can utilize the camp group and environment and the interdependence of the individuals who comprise the school camp. New curriculum meanings take hold because of the new environment. Each student sees relationship between the instructional program and the realities of life which surround him. In this way, it is hoped that students will gain greater motivation in relation to academic studies when they return to the classroom.

One of the most significant problems facing urban education is the environment of human relations between races. School camping provides an opportunity to expose children of various ethnic backgrounds to each other. It removes educationally deprived youth from the inner city environment, bringing them into contact with people, situations, and modes of behavior that are not common in their daily lives.

It is hoped that these children will view education not just in the confines of buildings and walls, but will have a better picture of how education can be more meaningful to them through a variety of approaches toward learning situations and self-improvement. To accomplish these goals and develop positive motivation will be the most difficult task facing teachers in the major city schools. It is our belief that school camping can be a vital, realistic, and broadening link in the educational chain that prepares our children for a better tomorrow.

TITLE III SUPPLEMENTARY CENTER

Frank W. Cyr, Director
Rural Supplementary Educational Center
Rexmere Park, Stamford, N.Y.

In the two years and three months since its inception, the Rural Supplementary Educational Center in Stamford, New York, has grown from an idea on paper to an operation which provides teachers in 13 schools of the Second Supervisory District with a vast assortment of media and materials to help them in their task of educating the more than 5,400 pupils in the district. The purpose of the Center is to expand the educational and cultural opportunities of the small communities in this Supervisory District, which is now being extended to more than 100 miles, from Haines Falls to Cherry Valley. The Center began operation in April 1966, with more and more services added as time went on.

The most recent development at the Center is the start of the educational television system which will allow teachers in ten schools to use programs being shown over area ETV stations as part of their classroom instruction. The Center will draw on many other sources in addition to these ETV stations, however, making available an average of 80 different programs, four times that shown by any one of these other stations. The Center will be on the air for a total of 63 hours a week, from 8:30 a.m. to 4:30 p.m. Monday through Saturday, and from 7 to 10 p.m. Monday through Friday. Supplementary programing is available on such subjects as modern mathematics, children's books, elementary science, agriculture, art, and many other fields.

One of the most popular forms this supplementary education takes is its Tele-Learning program, which allows pupils in the rural schools to talk with specialists and resource persons across the country or even in foreign countries, if desired. Calls have been placed to such people as Ralph Bunche on current discussion in the United Nations, Sen. Edward Speno on problems of health, Prof. William Nutting on the animals of Australia, Miss Adelphena Logan on Iroquois culture and history, and Dr. Robert M. Bartlett on Plymouth Plantation, Plymouth, Mass. At Christmas time the primary grades made a call to Santa Claus. Recent calls included one to an authority on Abraham Lincoln and one to the general manager of IBM to discuss computers.

Also popular are the art exhibits which have been circulated among the area schools through the Center's facilities. These exhibits include more than 500 oil and watercolor paintings, woodcuts, silk screen, collages, and many other forms of art, from a variety of sources. Since January 1967 works of art with a total value of nearly $82,000 have been made available to local schools at no cost to either school or Center other than shipping.

In addition, the Center has on hand more than 4,100 books, 200 records, more than 100 motion pictures, 1,000 filmstrips, and approximately 17,000 transparencies for the overhead projector. All of these are available to local schools on request.

BROADFRONT IN ELLENSBURG

Lloyd J. Rowley
Director of Health, Physical Education, and Recreation
Ellensburg Public Schools
Ellensburg, Washington

Broadfront is a Title III Elementary and Secondary Education Act Project which identifies a broad approach to helping pupils learn desirable skills, attitudes, and useful information in health, physical education, and recreation. It is a name given to describe a comprehensive, progressive instructional program of health and physical education for every boy and girl from kindergarten through grade twelve in the city of Ellensburg. The operational program is divided into five major areas, each of which is closely interrelated to the other four. The five major program areas are: (1) physical education, (2) school health program, (3) community-school recreation program, (4) outdoor education and school camping, and (5) special education. These areas, separately and by interaction, with each other should make the maximum contribution to the growth and development of each pupil. We believe we can demonstrate that comprehensive programs in these special areas can be taught effectively and that the frequently asserted purposes of these programs can be achieved at a satisfactory level by the students of this rural-college community.

We were fortunate in Ellensburg in that we received a planning grant of sufficient size and duration to do what we believe is an adequate job of planning. This grant enabled us to study many fine programs in the United States. Twenty-two people were involved in 50 different districts and conferences. We had time to work with many agencies in the development of our project. Twenty-four community organizations and outside associations and agencies cooperated in the development of this project. The planning grant enabled us to secure the services of some outstanding leaders in the nation as consultants.

We received excellent cooperative assistance from Lucille Trucano, health supervisor for Washington State Department of Education, and Howard Schaub, state supervisor of physical education, who with Maurice Pettit of the Research and Development Center at Central Washington State College helped originate this project. The work on this project of these two state department consultants led to the following suggestions made by State Superintendent of Public Instruction Louis Bruno. Speaking to the Washington State Association of School Administrators November 1, 1966, he urged them to give priority to the improvement of instruction in health, physical education, and recreation. He requested that school leaders aggressively seek ways of correcting long recognized deficiencies in these important areas of responsibility. With this challenge these state consultants, along with a multitude of other consultants, teachers, and administrators, spent days and days discussing, studying, and planning this project.

I have time to mention only a few aspects of this program, resulting from this planning, that we consider to be either innovative or exemplary.

In the physical education program there is first, an emphasis on movement exploration and self-discovery in K-3 and a physical fitness testing, developmental, and maintenance program in grades 4-12. The fitness aspect of the program received the guidance of H. Harrison Clarke, University of Oregon. We are using the Oregon modification of the Rogers PFI for this part of the program. While we have not perfected the operation of this aspect yet, we have received an enthusiastic acceptance by everyone, including students, teachers, and administrators. One difficult and yet important feature of this fitness project is to group and individualize the work for developmental activities. By the use of teacher aides, classroom teachers, and community-school directors, we are individualizing instruction which is necessary in such a program that is designed to meet the needs of each student. Modular scheduling has also provided an opportunity to individualize attention in our junior high school.

Six other procedures in physical education are receiving a great deal of attention.

1. Development of a voluntary attitude by the student toward his participation in physical education activities.

2. Development of a high degree of skill in two or more lifetime sports for every pupil by the time of high school graduation.

3. Broadening of the elective physical education program during non-school hours to aid in the accomplishment of a high degree of skill in group activities and lifetime sports.

4. Expansion of the Saturday instructional ski program.

5. Initiation of a medical examination by the family physician which, along with physical fitness testing, will provide the basis for assignment and participation in an individualized physical education program.

6. Conduct of a rigorous experiment research study on the value of a portable immediate playback TV camera and monitor in the teaching of a high school physical education program in tennis.

Our school health program has received its major guidance from Lucille Trucano, Harold Cornacchia of San Francisco State College, Wilma Moore of Central Washington State College, and the Kittitas County Medical Society. The major effort will be to adopt and put into practice the new State Health Guide. A health guide is a dust collector unless teachers know how to use it and it is adapted to the local situation. Our approach includes the development of a competency to teach health education and a receptive attitude for giving it equal billing in the school day. The periodic medical examination of every child by the family physician, which was mentioned in the physical education program, is an important part of the health education and health service program. Two other interesting aspects of our program are, first, initiation of a parental education program as a phase of the health instruction of first and seventh grade pupils, and second, designation of a specified time allotment policy for health programs at all school levels. This includes the separation of health education classes and the physical education classes, and having them taught by separate instructors.

Outdoor education and camping will be accomplished by initiating a program for all fourth, fifth, and sixth grade students whereby each student will attend one day camp session in the fourth grade; a week at the school camp in the spring of the fifth grade; and again a week in the autumn of the sixth grade. Thus, each pupil will attend camp during two different seasons of the year for a total of eleven days, permitting the educational recreational activities to be varied accordingly. These will include archery, hunting, fishing, mountain climbing, and hiking.

In the high school we hope to start an outdoor field and water sports class. Certain youngsters who are selected after successfully completing the outdoor field and water sports course will attend the Outward Bound program in Oregon during the summer.

The community-school program which we are operating is patterned after the Mott Program in the Flint schools. Our administrators and school board are convinced that this is the best approach. To the best of our knowledge there are no other schools in the Northwest utilizing this approach.

One bonus our project received that was not in the original plan was the assignment of a Volunteer to America, Raphael Howell from Costa Rico. Raphael is a physical educator and works with our junior high school program. This Volunteer to America program is patterned after the Peace Corps and was originally called Peace Corps in Reverse.

This has been very beneficial to our community. For one thing Raphael is proficient in soccer, which has not been developed to the same degree in our country as it has in South and Central America. Raphael has helped us develop this program in our district. Another benefit is for our youngsters to learn to know a person from a foreign country in a more personal relationship. Raphael is a person who honestly loves people and this enthusiasm for people, I am sure, is helping to develop goodwill between our countries.

We in Ellensburg and others who have a Title III project or will receive one have a responsibility to make them work. If we don't succeed it will certainly be more difficult for anyone to obtain the opportunities that we have now at any future dates. Let's all continue to cooperate in fulfilling our responsibilities to the opportunities that we have in these fields for the first time.

(An article on Broadfront with more details of the program appears in the November-December 1967 Journal of Health, Physical Education, Recreation.)

PROPOSAL DEVELOPMENT

RESEARCH PROJECTS

Dr. Hendrik Gideonse
Director of Program and Evaluation
Bureau of Research
U.S. Office of Education
Washington, D. C.

I am going to be brief, because I gather that those of you who are interested in designing and carrying through research and development projects are going to have a chance to get together with me after Mr. Walker and I speak to you. A smaller group setting is better for those purposes, anyway, because I find it more useful to react to specific questions than to make any generalizations. In fact, about the only generalization I can make would be: Is the project significant educationally? Is it designed well? Is it economically efficient? Are the personnel adequate to the task? And these are not really very helpful.

I can, however, tell you some general things about the research programs of the Office. Not all the research programs are administered by the Bureau of Research to which I am responsible for planning and evaluation, but most of them are. There is a Cooperative Research Act, vocational educational research authority, new media and foreign languages, handicapped children and youth research, captioned films for the deaf, library research, and special authorization for international studies in selected nations abroad. In any case, the administrative differences are really not that important because we try to take all the pieces of legislation and administer them as a total program, always heeding of course the Congressional intent, which is expressed by the special appropriations for the different research titles. It seems to make sense to do so since we are doing research and development for all of education at all levels. Just because the Congress happened to pass legislation over a period of time the way it did, does not mean that we shouldn't try to think of the whole at the same time. And in point of fact this is what we do. All research proposals come directly into the Bureau's Research Analysis and Allocation staff, and they are assigned thereafter to various organizational units throughout the Office of Education depending upon what their substance or area is, or what their educational level may be.

In the Bureau of Research there are divisions of Elementary-Secondary Research, Comprehensive and Vocational Research, and Higher Education Research. There is also a Division of Educational Laboratories which administers the research and development centers and a Division of Information, Technology, and Dissemination. There is also a division of research in the Bureau for the Education of the Handicapped. The last two divisions cited for the Bureau of Research are not organized on the basis of educational level. The Research Analysis and Allocation staff receives all proposals and assigns them to one of the above divisions on the basis of their content and educational level.

Perhaps it would be useful before going any further for me to give you my conception of what research is, what development is, and what demonstrations are.

Research basically is aimed at producing knowledge about something, some process, or some target group in education. When the researcher begins his activity, he doesn't know what the findings are going to be. He may suspect, he may have a whole series of hypotheses about it, but he does not know the answers. Negative results, in other words, are permissible.

Development, on the other hand, is aimed at producing a process, material, technique, or organizational format by which certain objectives can be achieved in operating school systems. The difference between it and research is that negative results are not acceptable in development. The developer specifies at the outset what he is going to end up with, and he works iteratively, getting ever closer in successive approximations to his objective. He doesn't quit until he gets there.

The word demonstration has two senses to it. In one sense, it is part of the development process, showing that something actually did achieve the objectives specified at the outset. The other sense is when it is used as part of the diffusion process. You get a program going, you know how it works, and you are, in effect, taking it door to door showing how the machine works. The purpose is to convince people to the point where they say, "Yes, I saw that working in that setting; I am going to put it in this setting. The state education agency is going to give me some support from Title III and we are going to have opportunities for lots of people to come in and see this thing in a real live setting working as it was designed to work." The purpose there is to show and tell and persuade other people that it is a good idea, or a lousy idea, but anyway, to show them that what they are trying to do does in fact work.

Finally, it is clear that the function of dissemination applies to all the other functions. It is necessary to disseminate information about research, about development, and about demonstration to many audiences. That is my particular model, the way I view educational research and development.

Let me now show and tell how these kinds of functions gain Federal support. Basically our support falls into two principal forms: project support and programmatic support. The former has specific objectives and a limitation in time. The latter is continuous support focused on a problem or function. Portions of our budget, for example, under the general research line of cooperative research and under the research appropriations for vocational education, handicapped, foreign languages, and new media permit the support of project research. Proposals are written and come into us. We review them. Some of these proposals are unsolicited. For others, there may be areas in which monies are set aside to support projects.

For example, take the characteristics of minority target groups. We need to know much more about Mexican-Americans, Spanish-Americans, French-Americans, and Negro-Americans in order to build better programs to teach them better. We need to know more about their families and their social characteristics so that we can serve them better. We might choose to identify a million dollars or something like that and announce that it is going to be reserved for projects in that area, and when they come we will fund them.

Sometimes we get very specific and say we would like to have a research or an evaluation project that looks just like this, and we design the project and put it out in what we call an RFP (request and proposal) which gets distributed widely. We tell Education USA and the Chronicle of Higher Education about it and it goes out in Commerce Business Daily, which is the Federal Government's way of reaching private enterprise. We also tell PDK and the NEA. Thus, the request gets out and interested people write in and say we want to bid against that project.

There are other ways that we have of supporting research--the research and development centers are an example (see appendix). This is a programmatic means of supporting research and development. It is designed to support or create an institution of considerable research strength which chooses a problem area of high significance to education. The centers have been doing programmatic research and development, by which it is meant that they have the opportunity to employ "opportunistic strategies." They are able to do a piece of research and then say, "Aha, now I hadn't thought about that before, so I had better do this piece of research," and they can, because they have a programmatic operation, the funding of which is continued over extended periods of time. We think there are definite advantages to this form of support in terms of getting cumulative research programs underway which build on prior experience.

There is also some special research being conducted in the Regional Education Laboratories with which, I am sure, most of you are familiar. If you are not, there have been a series of interesting articles in Education NEWS, the new Croft publication. There is some research going on in the labs. This research, however, is usually very clearly related to developmental programs, identified by the laboratory boards as being of high significance for them and that they wish to pursue. This research, while it is knowledge-oriented, is being supported so that they can carry through a specific development activity.

In addition to research we also support projects for development. These began really when the curriculum improvement program began in 1962, 1963 and 1964 with Project English, Project Social Studies, and certain other areas. These were by today's standards small scale efforts, but necessary ones. We learned a lot from trying to do curriculum development this way. We are now moving to somewhat larger scale curriculum development efforts beginning first with design studies.

Many of you are familiar with the new effort which we are doing with elementary teacher education, an effort to completely redesign conceptually the education of elementary teachers, to build the education specifications, and determine what kinds of curriculum materials needed to be produced. If any good or interesting models come out of it, we will then go ahead and call for a new set of proposals. We will ask, in effect, is there any institution in the country which is interested in completely changing its teacher education program according to one of these models? And we will pay for the curriculum development associated with that. The cost of such development might go as high as $10, $15, or $20 million. That sounds like a lot of money, but PSSC Physics cost $6 million to develop. That is one course. $18 million will buy three of those, and there aren't too many teacher education programs in the country allowing only three courses, so it really isn't very much money by past standards. And it is small when compared to the total amount of money that we are putting into the educational system.

The laboratories of course are engaged in much development. That's their essential purpose. I think that it is fair to say that some of the labs are still very much in the institution building stage. Others, however, have stepped out in very lively stride and are moving forward in curriculum and installation activities. Three of them that come to mind immediately are in Los Angeles, the one in the far West which is working on in-service teacher training materials and, the one in Philadelphia working with individually prescribed instruction that was first developed at the Pittsburgh R&D Center.

Let me say a few words now about mechanics. All proposals that come in that have any kind of design merit at all, or hit on problems that have significance for education, are sent to field readers for review. We have a very large panel of such readers drawn from a great number of fields and competencies. The proposals are matched to people who know something about the subject matter area, or the research area being proposed.

I might say here parenthetically that we have been working with the executive secretaries of professional associations all across town to improve the representation on this list, and I make an invitation here to AAHPER to join in also. I'll send you copies of the field reader volume, and if you have names to suggest we would be happy to work with you on getting them included. We want to be sure that the AAHPER interests and competencies are well represented along with everyone else in our field reader list.

Three things about the kinds of proposals that have come in from health, physical education, and recreation in the past can be usefully laid before you. One is that they have either been too small--that is, they have dealt with issues that really aren't significant in the judgment of the readers, or they have been too global--K-14 curriculum development for health, or for physical education. Talking about 14 years of curriculum is a lot. And if you are developing curriculum iteratively, especially in terms of behavioral or operational objectives, until we get something that actually works is an expensive, time-consuming proposition. It seems to me that in some respects, particularly in physical education, there are many things that could be taught to alot of other people about the problems of individualizing instruction.

It was Frank Brown who said: "I am not really worried about the fact that coaches are principals; they are the only ones who know anything about individualized instruction anyway." It seems to me that there is an element of truth there. I had a coaching experience when I was a graduate student studying learning theory, and I found that I began systematically applying each theory to a different child because different theories seemed to work better. Still other kids I had to move physically through the motion, and once they did that they understood it. Some of them were great after I applied SR reinforcement theory. Each child worked in different way--it was a very useful experience. And it taught me something about classrooms. I had only 21 on the swimming team, and I had very well-defined objectives--like winning, and better times. Imagine trying to get a historian to have such clear objectives and you begin to see my point of how difficult curriculum development can be.

The second thing is a question of design. It would appear, it seems, that the last hiding place for rugged individualists is the American college and university. Everybody thinks they can do it all, by themselves, and it just isn't true or necessarily valid anymore. There is no reason why we have to have the "principal investigator model" for research. Why can't we have research teams? Somebody has a problem, for example. If he can define his problem, he can find other people--the research design people, methodologists, statisticians and so on--who can help him design and put together a proposal. This is a particular problem, I think, with the proposals coming from the areas with which you people deal--it seems to me it is not terribly difficult to get assistance in these areas. And, I might add, you are by no means the only ones with this problem.

The third point I should relay to you can best be illustrated by an experience I had today with an evaluation project. We are trying to evaluate the effectiveness of teacher institutes. It seemed to some of us the obvious way was to go directly to the heart of the issue. We asked who is the ultimate target group and concluded that it had to be kids. Do kids learn any more or behave in any different fashion after they have been confronted by teachers who have come from institutes? That seems to be a pretty simpleminded question. It is not. Actually there are some very complex methodological problems involved, but we had some difficulty for a while communicating this concern to the people who were saying instead that, first of all, we ought to find out if the teachers' behavior in the classroom changed, if they did anything different in terms of instruction, and finally if the kids changed.

To illustrate the point I was trying to make I asked just one question: What happens if the kids didn't change? What are you going to do after you have done three or more projects--one right after the other--and you get to the end criterion and you can't measure anything. What do you know? What can you then do? And that is perhaps the most important question. What do you know and what can you do after you have done a research project or a development project? In other words, what is the significance of the proposed activity as distinguished from the significance of the area of study? And if you keep asking that question, what will you really know? What will you really be able to do? It seems to me that that becomes a very useful guide in designing, submitting, and getting proposals approved.

WHY PROJECTS ARE REJECTED

Lewis Walker
Program Specialist, Title III
U.S. Office of Education

When you ask the Office of Education for additonal information on why your project was turned down (when clearly it was the most outstanding, the most innovative project in the section of the country) what happens? Is there a silence on the other end of the phone? Did you get a letter with some very nice noncommittal type of response? I would like to discuss with you a project that was presented but wasn't funded, to share with you the reasons why. This proposal requests $65,000 for one year. It is to serve four counties, and it has to do with elementary education. The objectives of the program are twofold, helping both children and teachers.

A. The general aim of program for students is to provide enrichment activities which will broaden the horizons of higher potential children, intellectually, socially, and culturally. Specific aims are: (1) to provide the self-understanding to see their own uniqueness in terms of responsibility to society and to encourage development of full-self potential; (2) to enable the high potential pupils to deal competitively with others and with the world about them as human beings, citizens, parents and participants in society; (3) to arouse and maintain the questioning attitude, the inquisitive mind, and to foster a desire to create and experiment with ideas.

B. The general aim of the program for classroom teachers is to provide two demonstration centers located in two population centers where all elementary teachers in the area will be given the techniques of creative teaching that will be applicable in their own classrooms. Specific aims are: (1) to provide teachers with opportunities for self-improvement by observing and participating in activities of the center; (2) to give teachers heightened awareness of the need to individualize instruction because of the uniqueness of each child; (3) to motivate teachers to foster creative expression among all children in various disciplines.

This is the project. It was turned down and, in explaining, we always try to list the strengths and try to list the weaknesses. I would like to share with you the strengths. The applicants desire to provide a better program for gifted students. This seems to be a pretty good line to take, and also the general objectives of the program seem to be adequate. But now, some of the weaknesses. The general objectives of the program seem to be clearly defined but the specifics are not adequately described in terms of the most pressing need for the children of that particular area. There is a lack then of evidence that the proposed project would supplement the regular school program. The general aims are more specific than the specific aims listed. The proposed procedures do not appear adequate for the attainment of the proposed activity. The procedures are not sufficiently described. And there is no evidence of an awareness of related research findings and ongoing programs.

It is interesting to compare the outside readers or the consultant's report with those in the Office of Education and those that come in from other areas. Many projects that are not funded give evidence that there is no awareness of research and up-to-date information that is obtainable on the particular subject. The program then is neither innovative nor exemplary. When you try to evaluate the objectives of this particular project, an evaluation is almost impossible and you cannot really clearly define how you would go about testing to see whether or not you are accomplishing the goals that were set forth. The staff is not identified in the narrative or any place in the project. There is insufficient information on the qualifications and responsibilities of the staff. Often we get projects in which it is interesting to find some of our consultants listed, but we learn by contacting the consultant that he has never even heard of the project. There was no letter of endorsement from him, and in sum, you find these projects are not really representing what they purport to represent. Although the facilities for the two centers are to be leased yearly, there is no description of these facilities. Where will they find the buildings that would be necessary to house these centers?

A project was submitted that dealt with the physically handicapped, and they found an old school building that had been abandoned with offices on the first floor. Obviously you couldn't have a project for the physically handicapped and put them on the second floor, so they had written in the need for an elevator. Well, after we had convinced them that the elevator was not a very economical investment for a building that was probably pre-Civil War, they were able to go around and find some other temporary-type building. So, facilities do have a very important part in the project. Where are they going to be, how much will they cost, what renovation, if any, would be necessary.

There are also budgeting concerns often overlooked in projects. For instance, if you asked for $5,000 for consultants and expect that you are going to get it without telling who those consultants will be--you have another thought coming. You will need to tell who these people are.

If you are going to put in $10,000 for traveling over a four-county area you need to know what kinds of trips you are going to take, what conferences you are going to attend. Then there are materials and the medias which are just routine needs and are not really needed for any creative program, ye these things were asked for in a particular project. They were asking fo overhead projectors, desks and chairs, chalk and boards, and things that would normally be found in a school system.

Then there is no evidence in this particular proposal that the two objectives in the program are compatible or that they would develop concurrently. Techniques of creative teaching as applied to a class of gifted children may not be the same when applied to an average class. Another aspect: most of the activities listed for gifted should be in the curriculum for all students-such things as field trips, physical education, art and music, and things of this nature. Many terms such as "might," "perhaps," "it is conceivable," "may include," give the impression that the plans are too fluid and indefinite to determine what will be accomplished. The program may also give the impression that creative teaching applies only to the teaching of high potential students. No information is given on how children will be selected for this interest.

There is little evidence that the staff is aware of other programs in the school systems or had an active part in the planning. Again, you would be surprised at the number of projects that come in involving staff, teachers, and even administrators who have not even been contacted previous to the writing of the proposal. No information is provided on what will happen at the end of the funding period. Will the center continue: or is there a chance that it will die a natural death; or do they feel that the teachers will have received sufficient know-how so that they can go back and change the school system with just one year's training.

In the example given, the proposal is weak--the two objectives are not mutually compatible. This example, of course, is perhaps a little more involved than most projects in terms of evaluation. But I think it gives you an idea of the kinds of things that we look for when projects come in. Many of the proposals are very attractively bound and a great deal of money and effort may be spent on these, but there are other concerns. We are concerned with the lack of sophistication or unwillingness to assess obtained results. And they may simply proliferate, or continue, programs of mediocrity. Often you find in your school districts programs that really should not be considered. The need again comes back to the basic need of that school.

And we are concerned that intricate technology is being put into the hands of educators unwilling to or unable to use it. With the amount of equipment that is going into many of our elementary secondary education projects, it would be interesting to know some of the statistics on whether the machines and materials bought for the project are getting into the hands of those who should and can use them. We are concerned that innovation in a majority of proposals is simply increasing the faculty, expanding the library, conferring with consultants, purchasing hardware, renting additional space, installing complex communication and audiovisual devices, providing travel to further and further points from home--or just expanding existing programs.

We are concerned that programs cannot get under way for lack of trained leaders, even in this day of inflated salaries. Often in some areas where salaries have been traditionally low, the opportunity to fund projects also brings higher costs for personnel to work on them, and of course this creates problems and concerns. We are also concerned that innovation to many is simply exposing children to more and more technical performances, concerts, dance groups and troops, or artists-in-residence, without any idea of how this will aid them in becoming effective citizens. We are concerned that frequently insufficient consideration is given to planning the proposed program, and objectives stated in vague ambiguities are very difficult to measure.

Now with these general concerns, we also have staffing concerns. You often have to hire additional staff people to take over certain aspects, and you do have a difficult time getting someone in the middle of a semester. You may not know when your money will become available, and therefore it does place a great hardship on you, but for the most part you should have some idea on the availability of the staff.

The economic efficiency of projects is another area that we look at. Is the budget excessive? Is it inflated? Is it disproportionately high for the number of children to be served? The relationship of program objectives to group project costs many times appears unrealistic. Or the cost of the program is so high that it is unlikely that a school district will pick it up after federal support has been phased out.

Dissemination is another area that often becomes the most important part of a program. You may develop beautifully bound brochures or send out newsletters often, and actually this takes time and effort that could be very well spent in handling the basic design of your project. Evaluations and plans for evaluations are often inappropriate to the proposal's objective, or not likely to provide conclusive data concerning the program data. Or there is no evaluation component at all.

For those who plan to submit proposals, please take my remarks, not as a personal criticism, but as evidence of our sincere desire to fund projects that are innovative and exemplary. If you should have any difficulty or any trouble, don't hesitate to contact those people involved with the program to whom you are submitting the idea, and they will be more than happy to discuss it with you and to help you over some of these difficult areas.

CHECKLIST FOR PROJECTS FOR FEDERAL SUPPORT FOR SCHOOLS
Prepared by Arne L. Olson
AAHPER Assistant Executive Secretary and Research Consultant

After reviewing recently funded projects in areas related to health, physical education and recreation, it seemed that certain factors regularly appeared. As a result, I have used my own ingenuity and have projected the following checklist which might be useful to "proposal writers" in determining which of several projects have a better opportunity of being funded.

Rate your proposed project 2, 1, or 0, as outstanding, good, or poor, in answering each of the following questions in the space provided. The higher your total score, the better your chances will be of being funded. Exceptional innovation in a few of these areas may make certain projects fundable if they are "in the right place at the right time."

RATING

_____ DOES IT MATCH WITH THE PURPOSE OF THE ACT?
The proposal should be made to the correct sponsoring group according to interpretations of the Act, although there is currently an effort being made to transfer proposals to more appropriate agencies.

_____ IS IT ATTACKING A GENERAL EDUCATION PROBLEM?
Projects which deal with universal problems are given more attention than local or specific problems.

_____ WHAT IS THE EDUCATIONAL SIGNIFICANCE OF YOUR PROPOSAL?
Is this proposed study really important to the education of children?

_____ IS THE SOLUTION OF THE PROBLEM IMPORTANT IN THE TOTAL EDUCATION PROGRAM?
How will this program fit into and contribute to the total education program of the children involved?

_____ WHAT RESULTS CAN LOGICALLY BE ANTICIPATED?
Are these results really going to be influential in promoting improved education for children? What is the chance of positive definitive results?

_____ WHAT PRIORITY DOES THE PROJECT HAVE IN THE GENERAL EDUCATION PROGRAM?
How high on the list of important projects, related to the educational needs of the proposed population, is the proposed program and how high is it on the priority listing of the agency?

_____ WHAT WILL THE IMPACT BE ON EDUCATIONAL PROGRAMS IN GENERAL?
Will this project have a chance for wide acceptance in many communities if it proves beneficial?

_____ **WHAT IS THE RELATIONSHIP OF THIS PROJECT TO OTHER FUNDED PROJECTS?**

There is a better chance of general impact as well as greater efficiency if it is related to other projects.

_____ **WAS THE PROPOSAL DEVELOPED BY AN EXISTING GROUP?**

This implies interest in the area in addition to the projected funds, and the probability of a sound administrative base is also present.

_____ **WAS A PILOT STUDY PREVIOUSLY COMPLETED?**

A pilot study would demonstrate interest in the actual problem, not just in obtaining funds. Evidence that certain results may be obtained may also be present.

_____ **ARE GOOD EVALUATION PROCEDURES PROPOSED?**

This is an obvious requirement if anyone is really going to be convinced and make changes as a result of the project. Are good instruments already established that measure the objectives being proposed?

_____ **IS IT AN INTERSCHOOL OR COUNTY COOPERATIVE PROJECT?**

A possibility of a greater impact is present, as well as a better chance of the program working in general, if it can be shown to be beneficial under various kinds of leadership. Greater resources are also available under these conditions.

_____ **ARE RESEARCH CONSULTANTS INVOLVED?**

When outside consultants with good reputations are involved, there are better chances that mistakes will not be overlooked and that local biases will not prevail.

_____ **IS IT AN INTERDISCIPLINARY PROJECT?**

A better chance of considering all aspects of the problem is present as well as the probability of a greater impact on the education of children in general, with an interdisciplinary approach.

_____ **DOES THE PROJECT HAVE AN IN-SERVICE TRAINING PHASE FOR THE TEACHERS INVOLVED?**

Change in education must involve the educational community, an important part of which is the experienced teacher who has to stay up to date

_____ **HAVE YOU CONSIDERED REGULAR STAFF DEVELOPMENT IN THE PROJECTION OF THE PROJECT?**

The probability of a lasting impact is greater if results are likely to be used by the people on the "firing line."

______ ARE TEACHER AND OTHER AIDES A PART OF THE PROJECT?

That the teacher cannot possibly "do it all" has been apparent for years. The question is: How to use the teachers' talents most effectively and economically?

______ ARE ECONOMICALLY OR EDUCATIONALLY DISADVANTAGED STUDENTS INVOLVED?

This group is generally agreed to be in need of assistance.

______ WILL THE PROJECT HELP SPECIAL PROBLEM CHILDREN?

Regular education programs have not been successful or these children would not be a problem. Therefore, an obvious need for change exists.

______ WILL THE PROJECT HELP UNDERACHIEVERS?

The regular program once again has obviously not been successful, so a change is indicated someplace. The question is: Where?

______ ARE LARGE NUMBERS OF CHILDREN INVOLVED?

Even if the project is not shown to be "statistically significant," the general intent of the program may positively influence many individual children if it reaches a large enough number.

______ DOES THE PROJECT RELATE TO EARLY IDENTIFICATION OF EDUCATIONAL PROBLEMS?

This advantage is based on the theory that there is a better chance for change if improvement attempts are made before a problem becomes a regular habit.

______ IS THERE A WIDE RANGE OF AGES IN THE SUBJECTS IN THE PROJECT?

A greater chance of change in the community is present when a wide range of ages is included. Experimentally, it may be better to start on a limited base but is the potential for expansion present?

______ IS THIS REALLY AN INNOVATIVE IDEA?

It may appear to be "worth a try." The way real progress is often made is to try an entirely different vantage point.

______ DOES THIS PROJECT INVOLVE INDIVIDUALIZED INSTRUCTION?

If you think about this carefully it is obvious that this is ideally the road to travel.

______ IS THIS A BUILDING BLOCK APPROACH?

Will this project logically form a base for other improvements or projects and therefore for the education of more children?

______ IS THERE A CARRY-OVER EXPECTED AFTER FUNDS STOP?

This is an advantage considering the recognized responsibility of the state and the local community for education.

______ TOTAL SCORE

THE RESEARCH LETTER

published ten times yearly by the National Institute of Recreation Research of the National Recreation and Park Association

8 WEST EIGHTH STREET, NEW YORK, N.Y. 10011

DR. BETTY VAN DER SMISSEN, CONSULTANT

Vol. 2, Number 1

January 1966

WRITING RESEARCH PROPOSALS FOR GOVERNMENT FUNDING

One of the crucial aspects of obtaining federal grants for research is the way in which the proposal is written.

Dr. Robert Beezer, U.S. Office of Education, discussed some of the pitfalls and common errors made in developing a proposal at the National Recreation Research Conference. An abbreviated version of his discussion will be in the Conference publication.

Because there have been a number of inquiries for Dr. Beezer's talk, and, inasmuch as no copies of his talk are available and the Conference publication will not be available until March sometime, THE RESEARCH LETTER is printing herewith an edited version as a special service. This material has been prepared by Dr. Betty van der Smissen in cooperation with Dr. Beezer.

There are four major sections to a research proposal and each of these sections will be presented, together with typical errors made in developing the proposal.

I. THE PROBLEM

In one or two paragraphs, and not more than this, you should make a very broad, general statement about what the big problem is, and then mention in broad, general terms what particular part you are going to study and explain why you feel it is important to do this specific part.

Do not state the specific objectives of your project here. This section should put the proposed project in context.

Typical errors made in the problem section are:

a. Selecting a problem that is too big

The most common error made is that of selecting a problem that is entirely too large. Keep in mind that all research is in effect an attempt to reduce the element of chance, and if you reduce the element of chance in a small bit, you have made a contribution. This error is the most tell-tale characteristic of the unsophisticated researcher. Perhaps one of the reasons people make this error is that we are so eager to find solutions to the many problems we have and we hope if we put a number of them together, we might come out with a solution to several of them.

It is extremely important to delimit the problem properly.

b. Selecting a problem out of sequence

By the way of an example, let us suppose we were to want to study the training of recreation personnel. There are five functions in personnel research with which we must be concerned: (a) selection, (b) training, (c) placement, (d) utilization, and (e) evaluation. The question we must ask is, "Selection for what?" or "Training for what?" We need to start with performance criteria. What is a good recreation director? We do not really know. Yet, we want to train him. But what do we train him to do? We need to start with what constitutes a good recreation director, and then, once we have established that fact through research, we can begin to do research on selection and training for the role that was identified.

c. Raising rhetorical questions that are referred to later.

Another of the problems which may have an adverse effect on the evaluation of the proposal is that of raising rhetorical questions in the problem section when there is no intention of dealing with them in subsequent parts of the proposal. This gives the reader an erroneous set, and therefore he often does not properly follow the presentation because he was given false expectations. So, avoid raising questions which you have no intention of addressing yourself to later.

II. THE OBJECTIVES

Be very specific and brief. Itemize the objectives in 1, 2, 3 fashion. The objectives may be in the form of hypotheses, questions to which you will attempt to find answers, or statements of what you plan to do.

The most common error in this section is one already mentioned--attempting to accomplish too much in one project. When there is a long list of objectives, the reviewer does not need to read the rest of the proposal because he knows the researcher is not going to be able to do all that is listed. The project with only a few objectives is already too complicated!

Other errors in this section:

a. Listing objectives which are not at all or only vaguely related to the procedures subsequently presented. The procedures section should relate directly back to the objectives.

b. Listing procedural steps as objectives. Nothing should be said about procedures in the objectives section, for example, "I will interview," or "I will correlate" are statements of procedures, not objectives.

III. RELATED RESEARCH

The purpose of this section is to provide evidence to the reviewer that the researcher is thoroughly familiar with the related research. It also should (a) preclude your doing what someone has already done, unless you are doing a replication to test what was done; (b) help you avoid making the logical errors made in previous research; and, (c) help you to know the gaps left by previous studies.

So, in the related research section, you should show the relationship between previous studies and the one which you are proposing. You should review five to six very good studies closely related to yours and then summarize collectively others which are related. Use not only the traditional sources to find studies, but also write to the Science Information Exchange, 1730 M Street, N.W., Washington, D. C., which will provide free of charge one-page descriptions of all projects related to yours, currently being carried in the United States, which have been reported to them. The Science Information Exchange is not concerned with completed research, which should be reported in journals and referenced by other services.

The major error here is made by those who treat the review of studies as an academic exercise. They merely provide summaries of other studies. The strengths and weaknesses of the latter, and their relation to the proposed study is left to the reviewer to discern. This section should be so presented that the reviewer is assured that the researcher is familiar with the pertinent research already reported.

IV. PROCEDURES SECTION

In as few words as possible, provide a step-by-step description of how the major aspects of the research will be carried out. The procedures should be written in such a way that any competent researcher would be able to carry out the research by using it as a guide. This section should provide answers to the following questions:

a. Specifically, what are you going to do?
b. Specifically, how do you plan to do it?
c. To whom are you going to do it?
d. Why are you going to do it? (In other words, give the rationale for doing it this way.)

e. How do you plan to evaluate the outcomes?

Here the errors are legion! The following are the common errors made by both the novice and the relatively sophisticated investigator.

a. The most common error is a corollary to the first one mentioned in connection with the objectives sections, ignoring uncontrolled variables by failing to recognize the magnitude of the problem--in other words, parceling out too much for oneself. For example, let us suppose an investigator, in trying to show the relationship between the study of Latin and achievement in English, were to find that those who took Latin performed well in English courses. But what the investigators might have failed to do was to observe that those who did well in Latin and English also had high grades in history, chemistry, and other courses. In other words, they were bright students. So, the study might erroneously conclude that the high English grades resulted from the study of Latin because very important variables, such as IQ, sex, or verbal aptitude, had not been considered.

This error of ignoring uncontrolled variables often comes about because the researcher has a special interest in a specific variable. This is legitimate. However, while he is looking at the effect of X, the other variables do not disappear! They must be controlled so that when one completes his research, he may say, "This is what X does, since the other variables were controlled."

b. A second error in the procedures section is the failure to provide the rationale for using an instrument or procedure. Suppose a researcher wants to do A, B, and C in group counseling. However he could do anything from A to Z. Why has he selected A, B, and C? On questionnaires, one should provide a rationale for the major areas of inquiry to be included and an explanation of how the information is to be used. In other words, of the thousands of items possible, why were the specific ones selected?

One should provide either a theoretical rationale, that is, one based on theory; or an experiential rationale, that is, the procedure might have been tried out on a small scale under loosely controlled conditions, and now, because it seemed to work, you would like to try it out under more systematically controlled conditions. One should NOT assume that the rationale is self-evident. The reason for doing something should be explained briefly and logically.

c. Another mistake is that of making faulty decisions with regard to instruments, such as test inventories and rating scales. Let us assume you want to test a new training procedure by comparing it with a traditional one. Thus, you would want to evaluate outcomes. Upon looking for an instrument, you do not find an appropriate one. So you might say, "I'm going to develop an instrument to evaluate the outcomes." The Office of Education has contracts ranging in cost from $50,000 to $100,000, and in time from two to three years, for the development of a single instrument! Instrument construction is a complex process. An entire project description is required to explain how to develop an instrument; a description of the methodology is IMPORTANT.

A standardized instrument should not be selected for use unless it is appropriate to measure the objectives of the research. Usually it was not designed for the specific purpose for which the investigator now desires to use it.

Frequently, a proposal fails to describe a little known instrument and does not provide psychometric data, such as the reliability and validity. In effect the reviewer is being asked to accept the instrument on faith. Reviewers are not inclined to do this. Since results so often depend heavily on the instrument used, instrument selection should not be dealt with lightly.

d. Another mistake is referring only to the labels which represent complex procedures involving an entire constellation of variables which are not identified individually. Such labels are really collapsed categories which may conceal potent sources of variance. What will actually be involved? Researchers often deceive themselves by concealing behind one label a large group of variables. For example, suppose a project is designed to evaluate the effect of a guidance program, but the proposal does not explain the methods that would be used or describe the other variables that would be involved. The word "guidance" would be just a label, the complete measuring of which the reviewer is left to guess at.

e. Ignoring a possible Hawthorne effect is another common error. The expression "Hawthorne effect" came from research done in the Western Electric Company in the 1920's. The researchers, among other things, pretended to increase or decrease illumination by changing light bulbs. Production of the women workers went up regardless of what amount of illumination was provided. By interviewing them the researchers found that the women were flattered by the special attention they were receiving, and that illumination had relatively little to do with the production increase. If one were to say he is going to do A and B to Group 1 and C and D to Group 2, how would he know it was the specific thing he did (A and B or C and D) that brought about the result? Could one have done something else and achieved the same results? One must establish some type of control so that he may know it was the particular thing he did that caused the result, and not merely that he did something. A placebo group may serve as a control. One may only pretend to give this group the same treatment given the experimental group. If the performance of the placebo group improves, one cannot attribute the improvement of the experimental group to the specific treatment given it.

f. Errors in the selection of a sample are also frequently made.

1) The most common error is not selecting a sample large enough to allow for possible attrition, that is, loss of subjects for a variety of reasons: some subjects move away, others are unwilling to continue in the experiment, illness, etc.

2) Another error is selecting a sample on the basis of traditional categories when they are not appropriate for the study. For example, assigning students to the traditional colleges (agriculture, commerce, education, engineering, and liberal arts) may be useful for administrative purposes but not suitable for a study involving the prediction of academic achievement. There is probably more similarity between chemistry and physics programs offered in the liberal arts college, and engineering curricula, than there is between the first two and language or literature curricula also offered in the liberal arts college.

g. Proposals for studies involving inquiry into the motivation of behavior are often oversimplified. Motivation is a very complex phenomenon. One should not expect unsophisticated subjects to manifest a level of insight into their own behavior which even the social scientist seldom achieves. Likewise an instrument such as a questionnaire, which cannot possibly measure or tap the motivation being explored, should not be relied on to do so.

h. The major error in the statistical analysis section is that of making only a vague reference to procedures; and often inappropriate ones. One sometimes gets the impression that a statistics book was opened and a portion of the table of contents was copied out. Proposals often state, "Appropriate statistical procedures will be used." What procedures? In most instances, the statistical analyses to be employed must be known in advance, in the very early planning stages, before the nature of the data to be collected can be determined.

Many people feel apologetic because they are unsophisticated in statistics. This is not necessary. The statistician does not feel apologetic if he is not well-schooled in a subject-matter field, such as geography, economics, history, physical education, or recreation. He does not feel defensive. Why should you feel defensive about not knowing his field well if statistics is not your forte? The days of being a specialist in many things are over. We need more collaborative efforts. In the planning stages of a proposal, one should seek the advice of someone well-schooled in statistics. Then, if it is appropriate to do so, the proposal budget should include a request for consulting fees for someone trained in statistics so he may be available for the analysis and interpretation of the data. Just as you may be a specialist in your field, he's a specialist in statistics. Borrow his skills, and do not feel defensive about not being well schooled in statistics. You're not expected to be.

In conclusion, here are some general suggestions about preparing proposals and dealing with research funding agencies.

By implication, some suggestions have already been provided by enumerating some of the most common errors made. Because the major error is that of selecting a problem that is too complex, the chief suggestion is that a problem be identified that is manageable. Millions of man years and dollars have been spent to identify the minute organism which causes poliomyelitis, and then millions more in learning how to control it. A $100,000 project rarely can justifiably be expected to revolutionize an educational process. Research is expensive and laborious. Researchers must help lay people to realize this in order that they refrain from having too high expectations about what one can accomplish in research. If this is not done, they may not be willing to continue supporting research. Be honest in presenting a proposal project. You may even want to point out the weaknesses in the project, its shortcomings. Reviewers look for evidence of sophistication. You cannot afford to make glowing promises and then achieve little or nothing.

Give special consideration to collaborative research--the interdisciplinary team approach. Also, we need more group research so we may wage massive assaults on a problem.

If a project can be divided into phases, it should be. Often if one stage is not successful, subsequent ones cannot be carried out. Any project requiring four or more years to conduct should be conceived in phases. In an initial proposal, request support for only the first one or two phases. Describe briefly in the problem section--the other phases in broad, general terms. Later you may apply for support to do the other phases, before the first study is finished, so that the work may continue uninterrupted.

Be compulsive about listing all the variables which might affect the outcome of the research. Then decide which are the critical ones and develop plans to control them. Acknowledge those that you are unable to control. If your proposal shows no awareness of certain critical variables, the reviewer does not know whether you are unsophisticated or dishonest--both of which are bad.

After you have a proposal written, request one or several of your colleagues whose judgment you respect, but who have not been thinking with you about the problem, to critique it. All of us are guilty of reading into a document, of which we are author, information which is not there. If a colleague does not understand something on pages 2, 7, and 9, for example, the reviewers probably will not understand it either. Keep in mind that although the reviewers are sophisticated people, they happen not to be thinking about your particular research problem 8, 10, or 12 hours a day.

What was said at the beginning about proposal development is worth repeating, for it is extremely important. A proposal should describe specifically what you want to do, specifically how you plan to do it, to whom, and why.

A common misunderstanding should be clarified. Reviewers are often criticized for disapproving a project because "They apparently do not recognize it as being an important problem." No problem in the behavioral sciences has been sufficiently researched. Of course we should do something about improving the quality of teaching. Of course we should develop better curriculum materials. Of course we should improve our recreation programs. But, will the proposed project in question contribute to the solution of the problem? Do not make the mistake made by many people, of offering an earnest, enthusiastic desire to find a solution to the problem as a substitute for a well-designed research project. In reading a proposal, red flags to reviewers are statements such as, "Many people have expressed a great deal of interest in this," or "A lot of people we have talked to have said they are aware of the problem and something should be done about it."

A question often asked of funding agencies is, "What research are you pushing now?" The answer is, "Any well-designed research that will contribute to an understanding of the current problems." If research were to be approved which had serious methodological weaknesses because the funding agency wished to be kind or generous, this would be misguided philanthropy. Such a procedure would not be fair to the proposer, who might waste several years of his time, to the taxpayer, or to education. In fact, it might be a disfavor, for the study could yield erroneous information which could do damage if it were applied.

If you, as a specialist in recreation, perceive a problem in need of a solution, then it is a funding agency's problem, too. Administrators of research funds do not stand as guards at the entrance of the storehouse of research monies defying others to get past. On the contrary, they wish to do anything they can to enhance the probability of support being received for the project -- if it is good research!

Reprinted with permission of the National Recreation and Park Association.

NEW SUPPORT PROGRAMS

THE EDUCATION PROFESSIONS DEVELOPMENT ACT

Russell A. Wood
Deputy Associate Commissioner (acting)
Educational Personnel Development
U.S. Office of Education

I would like first to review for you some of the planning that has gone into this Act, to summarize its various authorizations, and to outline the organization we have set up in the Office of Education to implement its provisions. I shall then go on to describe the programs that are planned. After that, I shall be happy to answer questions, for I am sure that I shall not have covered all the points in which you are interested.

The Education Professions Development Act (or EPDA, as it is called) is actually a series of amendments to Title V of the Higher Education Act of 1965. It was signed into law last June 29 with little accompanying fanfare--in fact, it could be termed one of the quiet accomplishments of this Administration and of the 90th Congress. True, the part of it that affected the Teacher Corps received a certain amount of attention; but the Teacher Corps is but one element in this legislation.

In this Act we are dealing not only with the frontier but also with the mainstream of education. If its potential is fully realized, this Administration and this Congress will be able, we hope, to look back upon the EPDA as one of the major accomplishments in the last few years and certainly one of the major accomplishments in education. For this law fills a void. It supersedes the earlier, incomplete, and piecemeal approaches to the development of educational personnel and tackles the problem as a whole. It provides the means for translating much of the research being done in education into actual practice in the classroom, not only in experimental, demonstration, and model schools, but throughout our educational system.

Preliminary Planning

Shortly after the Act was passed and responsibility for it delegated to the U.S. Office of Education of the Department of Health, Education, and Welfare, we did some preliminary internal planning. One result of this was the Commissioner's invitation in August to some 40 or 50 people from outside the Office of Education to meet and discuss the needs in the training of educational personnel and the potential of this Act to fill them. These people were chosen without regard to the geographical areas of the country from which they came or the organizations that they represented; they were simply people who had reputations for having bright ideas in education and for being knowledgeable in the field of educational personnel training. Among them were: Arthur Pearl, William Engbretson, Herbert Wey, Charles Brown, George Denemark, John Monro, Edward Weaver, Samuel Proctor, and James Olivero. At Commissioner Howe's request, Dr. Dwight D. Allen, then associated with Stanford University and now with the University of Massachusetts, served as general chairman of this Policy Coordination Committee.

The members of this Committee met in Washington and several other places around the country. They discussed problems of organization, the need for change and innovation in institutions, means for recruiting and training able persons, and other topics. A series of task forces, formed within the Committee, submitted brief discussion papers about the end of October.

The next step in the planning process was a national planning conference. This was held in Washington on November 4-5. In contrast to the early task force meetings, this conference was designed to get the feeling and response of a wide variety of interests. Invited to the conference were: representatives from more than 80 professional organizations and associations; the members of the National Advisory Council on Education Professions Development; representatives of local and state educational agencies; and personnel from the Office of Education and other federal agencies. Over 100 people attended.

The conference discussed not only the papers submitted by the task forces, but also a number of other papers presented by various organizations. Additional presentations were given by various groups (including the group here this morning) After the 2-day conference, all the organizations which had been represented were asked to comment in writing on the preparatory papers and also on the conference discussions. In all, we received written comments from about 20 individuals and organizations.

On November 15, Dwight Allen submitted to the Commissioner a report incorporating suggestions for the administration of EPDA that had been made by the Planning Coordination Committee and by persons and organizations who had attended the national conference. The Commissioner reviewed the Committee's report and the ideas put forward by various organizations, federal agencies, and individuals, and then, in the first week in December, issued his "Administrative Plans for the EPDA Act." a copy of which you received in your packet of materials. This constitutes perhaps the most concise single document for reference for those interested in the Act's direction. It has served several important purposes. It has helped us inform the field of the directions the Act was taking. It has been distributed to state departments of education, to a variety of professional associations, and to individuals, on request. It has been used in the preparation of the budget proposals this year and--very importantly--in the preparation of the draft guidelines, copies of which you have received. Subsequent to the issuance of this document, various groups within the Office of Education went to work on the guidelines. We have also invited the cooperation of persons from other federal agencies.

Schedule

Our schedule calls for the issuance of draft guidelines to the field in February and the publication of formal guidelines in April. Althought during the last 2 or 3 days some changes have been made to the text now in your possession, essentially we are meeting our schedule. Within the next few weeks we shall send these draft guidelines out to all colleges and universities in the country, to the 80 professional associations which were invited to attend the national planning conference, to state departments of education, to the school superintendents of our 50 largest cities, and to other federal agencies.

We shall also distribute them inside the Office of Education itself, of course, and to a number of interested persons and organizations that have in the past suggested that they would like to see an early draft. I shall go through these guidelines in some detail a little later on and then answer questions about them.

We are anxious to have widespread and speedy reactions to these guidelines. Within the next 2 weeks a number of important meetings will take place--meetings, for instance, of the American Association of Colleges for Teacher Education, The American Association of School Administrators, and other organizations whose meetings are usually held in the middle or toward the end of the month--so we are keeping the reception of comments open until the end of February. Of course, we will receive comments after that date, but they may be too late to have an impact on the formal guidelines.

Under Parts C and D of the Act, we have established a June 1 deadline for the receipt of proposals from colleges and universities. The deadline for state and local educational agencies will be July 1. For institutions applying under Part E, the higher education part of the Act, the deadline will be July 1; for state plans under Part B, the deadline will also be July 1. Our present plans are to review all project proposals and state plans that have been submitted, and announce those that have been approved after October 1.

For the college and university programs under Parts C and D the lead time is substantial. Some may start in the second semester of 1968-69, but most would take place in summer 1969 and be continued during the full academic year 1969-70. During the academic year 1968-69, programs funded under the preceding authorizations, in large part, will be carried on.

Authorizations

So much for our planning and our schedule. Let me now devote a few moments to the authorizations the Act contains.

National Advisory Council on Education Professions Development

The first major authorization is for the establishment of the National Advisory Council on Education Professions Development. This Council is appointed by the President and the Congress. It consists of 15 persons, 8 of whom must be teachers or supervisors of teachers, and is chaired by Dr. Laurence D. Haskew of the University of Texas It is not a part of the Office of Education although it will be funded through the budget of that Office. It is an independent Council with its own staff. Joseph Young who, as some of you may know, works with Theodore Sizer at Harvard will be its staff director. The Council is responsible for reviewing not only operations under the EPDA but also all educational personnel development programs in the federal government. In addition, it has statutory responsibility for an annual report, to be submitted every January, to the President and the Congress.

The Council has already met twice and will meet again in March. Its meetings so far have been directed largely to laying out a work-plan for the year.

It has also already drafted an annual report for this year dealing with some of the substance of the Act, but stopping short of much detailed analysis and consideration.

Appraising Education Personnel Needs

Section 503, the second substantive part of the EPDA, requires the Commissioner of Education to assess the needs of the education professions at all levels, from preschool through postgraduate, and in all areas, including vocational education, adult education, special education, and so on. There is no time limit for this assessment, but the Commissioner is called upon to make an annual report setting forth his views on the state of the education professions, and naturally this report will reflect the assessments that have been made. In this annual report the Commissioner must also lay out his plans for EPDA in relation to the similar programs carried on in other federal agencies. We plan to submit this report in October of each year, to enable the National Advisory Council to react to it in its own report. Actual publication will probably be somewhat later, so as not to anticipate the President's budget. As you can see, this is a large task. But it promises to have long-term impact in pulling all our activities together.

Attracting Qualified Persons to Education

The next substantive part--and the first part actually to have funding provisions under the Act--is Section 504. The authorization is $2.5 million for the first year, and $5 million for the second. The aim of this part of the law is, essentially, to increase the attractiveness of education as an employer. It, too, covers all of education. It is a very flexible piece of legislation. The Commissioner may make contracts or grants to public or private agencies, to state departments of education, local educational agencies, profit and nonprofit organizations, and other associations for the purpose of experimental, mass media, or other programs for increasing the attractiveness of education as an employer.

There are no specific guidelines for this part of the Act which, in the first year, will be administered on a contract basis. A variety of proposals will be requested, and contracts and project grants will be negotiated individually. Our plans for the first year call for a heavy emphasis on experimentation and the encouragement of a diversity of models in the recruitment process. Also, in this first year there will probably be less emphasis on mass media. In general, we simply are not yet sufficiently familiar with our needs in the education professions to mount good mass media programs, but there may be some mass media programs on a regional or local basis. In addition to encouraging experimental projects in the first year, we will encourage the combination of funds made available under this part with funds available under other parts of the Act. Therefore, when you submit an application, you may consider designing certain portions for consideration under this particular part (Section 504)

Attracting and Qualifying Teachers

In terms of priority of funding, the first major program is the Teacher Corps, Part B-1 of the Act. This Corps is now extended for three years, starting with the fiscal year 1967-68. Funds authorized for it are $33 million this year, $46 million next year, and $56 million the year after. Some changes have been made in the authorization for the Teacher Corps. These consist largely of giving the states a larger role, particularly in the training programs and in the programs carried on in the local educational agencies. The Teacher Corps is essentially a project grant program and involves no state allocation of funds. There is, however, provision for allocations of Corps members to the states in cases where the demand for them obviously exceeds the supply.

Part B-2, which is entirely new, addresses itself to attracting and qualifying teachers to meet critical teacher shortages. It is a state grant program and goes into effect in fiscal 1969. The first year's authorization is $50 million; the second year's moves up to $65 million. The program is designed for two specific purposes: (1) to attract into teaching in elementary and secondary schools, including postsecondary vocational schools, persons who are otherwise engaged; and (2) to attract, recruit, and train teacher aides for the schools. It is designed to bring professionals into the schools, to bring back to education, for instance, housewives who possess teacher certification but need short-term updating and who could make a valuable contribution to education if allowed to work on a schedule that fitted in with their family and home responsibilities. Up to one-third of the funds under this part of the law can be used for recruiting and training teacher aides, the remainder for attracting to education persons who are otherwise engaged.

This is a formula grant program. The formula determining the size of the grants is based on the incidence of public and private pupils in the states. But it is also a state plan program, and the Commissioner must approve a state's plan before that state can be eligible to participate in the program. If the Commissioner fails to approve a state's plan, the law contains provisions for appeal.

Fellowships for Teachers and Related Educational Personnel

Part C of the EPDA builds upon one of the largest components of the earlier Title V of the Higher Education Act--the graduate fellowships awarded in degree programs for training teachers. It authorizes inservice and preservice training and small grants designed to strengthen the institutions at which the fellowships are held. This program is currently being funded at the level of $35 million. The authorization is now increased to $205 million for fiscal 1969. (The Act says $195 million, but there was a subsequent amendment, made under the Bilingual Education Act, that raised it another $10 million.) For fiscal 1970, the level goes up to $250 million.

This program has now been broadened to include teaching in preschool and postsecondary vocational as well as regular vocational schools. A very interesting and, I think, potentially important element of this particular part of the Act is the authorization to pay institutional development grants to colleges and universities in anticipation of the award of fellowships to them. We can now direct funds to the strengthening of marginal teacher training programs, that is, programs that are good but perhaps do not possess all the resources needed to enable them to qualify for the high quality requirements specified in this Act.

Improving Training Opportunities for Personnel Serving in Programs Other than Higher Education

Part D of the EPDA replaces the institute programs conducted under Titles V-B and XI of the National Defense Education Act and Section 13 of the National Foundation on the Arts and Humanities Act. The total funding for this program under these two Acts for the current year is $37.75 million. Under the EPDA the authorization has been raised to $70 million for the coming year and $90 million for the year following.

The most important element in Part D is the flexibility which the program has now gained. Previously, applications had to be submitted in 14 areas, not all of which were subject areas; "disadvantaged," for instance, was one area, "educational media" another. The EPDA has opened the institutes to all areas of the curriculum except for the training of persons for religious vocations. Under Part D virtually any program that will meet a high priority need can be proposed. And eligibility to make application is no longer restricted to colleges and universities but is now extended to state departments of education and local educational agencies. Local agencies, however, are eligible only if their plans for projects under Part D are coordinated with the activities planned under Part B-2, the state plan program I described a few moments ago.

Training Programs for Higher Education Personnel

Part E of the EPDA authorizes grants or contracts to colleges and universities for the preservice and inservice training of higher education personnel. These persons can be faculty, administrators, or other specialized personnel engaged in higher education. This program replaces a smaller one that is presently being administered with a $2.5 million appropriation for the training of higher education personnel in the use of educational media. Funds authorized are $21.5 million for the first year, going up to $36 million in the second year.

These, then, in brief outline, are the various parts of the EPDA. Total funds authorized for them amount to about $400 million in the first year. This contrasts with a total of less than $100 million for existing programs that will be absorbed into the new Act.

Administration by the U.S. Office of Education

Let me now outline the organization which will be set up in the Office of Education for all but Part E of the EPDA. A Bureau of Educational Personnel Development has been authorized and will be established on Thursday, February 1. I will outline the overall structure of the Bureau because I think that it illustrates our approach to the administration of the Act.

Two Divisions within the Bureau will be charged with substantive program administration. One of these will be the Teacher Corps. The other will be called simply the Division of Program Administration and will administer virtually all the other financial programs for which the Bureau will be responsible. The only part of the Act not assigned to this Bureau will be that portion of it (Part E) that is directed to the training of higher education personnel; this will be administered in the Bureau of Higher Education. The law requires that the Part E program be coordinated very closely with the 3-year doctorate level training program conducted under Title IV of the NDEA for those who intend to be teachers.

The only program not included in these two Divisions will be the small program, authorized under Section 504, for increasing the attractiveness of education as an employer. This will be administered in a small staff office, the Public Information Staff.

A rather unusual Division--and one that marks a new departure in Office of Education administration--will be the Division of Program Resources. Personnel in this Division will have no direct responsibility for the operation of programs and will be recruited to the Office on a short-term basis, that is, for 2 years, 1 year, or even shorter terms. They will be highly qualified professional personnel who will serve as consultants now only to the other Division in the Bureau but also throughout the Office and to other agencies of the federal government. They will serve as consultants to the stronger institutions working to move the "state of the art" forward, and to weaker institutions and agencies in helping in the development of their plans. These plans need not be directly related to programs funded under the EPDA. This Division will, in fact, be a professional resource in a very general sense of that term. In the first year, however, we shall make a very modest beginning on this new undertaking.

The fourth Division in the new Bureau will be occupied with assessment and coordination. It will have responsibility for the development of the Commissioner's annual report, which will be the basis for guidelines and for the coordination of all programs within the Office of Education whose aims are related to those of the EPDA. There are 14 programs or partial programs within the Office which have had an impact on the development of the education professions but which will remain outside the Bureau.

Program Planning

I should like to turn now to the substance of the EPDA program. I have mentioned briefly some of our plans under Section 504 for increasing the attractiveness of education as an employer. I will not go further into these now, except to note that our budget request for fiscal 1969 for this program is $1.5 million. Also, our budget request for the Teacher Corps this year is $31 million. We hope to expand the Corps from its present 1,900 to 4,000 members under that application.

I should like to discuss, however, primarily those programs that are new or depart from past practice.

Part B-2

The first is the program, under Part B-2 of the Act, for attracting and qualifying teachers to meet critical shortages. This is a state grant program under which formal allocations are made to the states. The budgetary request for this program for fiscal 1969 will be $15 million. Under present legal provisions, the states must reallocate the federal money to local educational agencies, except that they may reserve up to 3 percent of these funds for administrative costs.

The guidelines encourage the states to set forth their plans for meeting the need for attracting back to education persons otherwise engaged. States are also encouraged to administer this program on a project grant basis rather than on the basis of distribution throughout the state on a per capita, per pupil, or other demographic formula. If the states perform this task well, it will be a major job. I think it is fair to say that the Administration is in favor of an amendment to this part that would allow the states to play a bigger role and to have a larger share of the funds than 3 percent, or to be themselves eligible applicants under the law.

One of the most promising programs that has been mounted under the approach of this part has been the New York State Teachers Reserve which has attracted housewives back into education by making training available to them at convenient times and arranging for their instruction in the school on a part-time basis so that they can fit it in with their family responsibilities. The result so far has been not only that able teachers have been attracted into the schools, but that they have given a whole day's worth of effort in a half day of teaching. The main point here, however, is that this program was initiated and developed by the state, which administered it by forming combinations of colleges and universities and local educational agencies. We hope to encourage undertakings of this kind.

State plans will be required by July 1. Subsequent funding of this part of the Act will be contingent upon annual state reports which will be essentially updatings of the initial state plans. With the exception of the Teacher Corps, which has its own regulations, this is the only part of the Act administered by the Bureau of Educational Personnel Development for which we plan to publish separate regulations. This is largely because the states have various legal prerogatives under the law, and the possibility of court action is present.

The format of the guidelines is unique. The authorization is in the left-hand column, the requirements in the middle column, and the explanations of the requirements in the right-hand column. When developing its plan, the state simply has to follow this sequence.

Part E

The program under Part E of the Act is for the training of personnel for higher education itself. The amount requested for fiscal 1969 is $15 million. Administration of the program will be divided between fellowships, which will be divided between fellowships, which will receive about $7.5 million, and institutes. The fellowships may be used for study leading to a graduate degree, but the program may not duplicate that conducted under Title IV of the National Defense Education Act. Thus, these fellowships may not be used for study for a doctoral degree eligible for support under NDEA Title IV; they may only be used for the master's degree, or one of the new degrees now being developed with essentially the same requirements as the Ph.D. except for the dissertation. Or they may be used for postdoctoral degrees. We anticipate that about 1,300 fellows will be supported in the first year of the program. The fellowships will be, in the main, for 2 years, but variations will be allowed.

The institute program, for which $7.5 million has been requested, is very flexible. Institutes may range from 1 week to 6 months. They may be directed to any of the needs associated with the training of educational personnel for higher education. Priority, however, will be given to the problems of supplying personnel for 2 year, junior, and community-type colleges, which had not previously received much legislative attention. Encouragement will be given to the development for institute programs of advisory committees that are broadly representative of the educational community. As I have already mentioned, the deadline for project proposals will be July 1.

Parts C and D

I shall next spend a little time on the document entitled, "Preparation of Proposals for Educational Personnel Development Grants." This program is based on authorizations contained in Part C of the Act (graduate fellowships) and Part D (institutes). But the applicant agency or institution will not have to distinguish between these two authorizations--this will be essentially an accounting function in the Office of Education.

Grants may be made for three types of programs: special planning programs, pilot programs, and operational programs. This implies a funding cycle. Institutions and agencies (incidentally, colleges and universities are eligible under this part of the Act, as are local educational agencies, provided their projects are coordinated with the state plan under Part B-2) and also the states themselves are eligible to apply. Let me explain. When a local agency submits a project, it must be coordinated with the state plan under Part B-2 of the Act. This coordination means that the project must be consistent with that plan and must, where possible, be complementary to activities under that plan.

We suggest that the cycle of planning, pilot, and operating programs be observed for funding in all cases. However, an applicant agency or institution may enter the cycle of programs under Parts C and D at any stage, provided it furnishes adequate evidence that it has successfully completed the previous stage or stages. For example, an institution that has an ongoing institute program may submit a direct application for an operational project, but it will have to meet the requirements of the new type of application, and substantial weight will be given to the provisions for annual evaluation of the project by an independent body.

On the other hand, we expect that a relatively weak institution that has not submitted a viable proposal under the predecessor programs may now be eligible on a letter type of application for a small special planning grant which would normally run less than $10,000. This money could be directed to assessment of needs and mobilization of the institutions and agencies that should be involved in the development of the project. The money could also contribute to the actual writing of a proposal submitted under this portion of the Act. Our intention is to keep applications for these small grants simple. The stronger institutions would not be eligible under this part of the program.

The second or pilot stage consists of small-scale testing of the approaches to be used. The federal government would normally pick up all the costs of both the planning and the pilot stages. But if the pilot stage covers more than 1 year, evidence of support from sources other than the federal government would be valuable in the evaluation of the project proposal.

Funding of the third stage would be contingent upon satisfactory evaluation of the pilot stage. In this stage, we would expect that over a period of years other sources of funds would be found and that the federal share would phase out. In some cases the phase-out may be long-term; in others, it may be very short. However, where the needs are obviously critical and of national dimension and where the applicant institution cannot obtain support from any other quarters, the federal government may continue to fund the project. In general, we are trying to avoid long-term commitment of our limited funds for this program in order to have money available in subsequent years to support new starts.

Priorities Under Parts C and D

To turn now to the question of priorities under Parts C and D of the Act. These are of two kinds: administrative and substantive.

Administrative Priorities

We shall encourage concentration rather than dispersal of resources. We shall also encourage the identification by the applicant of high priority needs, at national, regional, state, and local levels, towards which the project under the EPDA should be addressed. To meet these needs, long-term plans should be developed. This implies plans for more than 1 year except in the case of projects in which substantial progress can be made in as little as 1 year. A next step should be the assembly of resources through coalition with or among, for example, different departments or schools of a university, with local educational agencies, with state departments of education, and with other organizations which could contribute to the project. But it should be clearly demonstrated that such a combination would enable the applicant agency to make more progress than it could alone toward meeting the needs which the project is designed to meet. We are trying to avoid a situation that would simply result in additional signatures on an applicant's project proposal.

Next, encouragement will be given to combinations of programs. For example, to combinations of grants under EPDA Parts C and D with grants under

EPDA Part E, or with grants under the state program (Part B-2), or with Teacher Corps projects. Or to combinations of EPDA grants with programs that are outside the EPDA, such as Title I of the Elementary and Secondary Education Act, the title that assists the education of the disadvantaged; or Title III of the same Act, that makes provision for innovative and supplementary projects. Also encouraged will be combinations of EPDA-supported programs and programs supported by foundations or by state and other local funds. Evidence is a proposal that these various authorities are being combined to meet large educational needs will be a very favorable factor wnen it comes to funding reviews.

Some additional administrative suggestions are: All project proposals should make provision for independent outside evaluations. These independent evaluations will be very important when the project moves from one stage to the next. But they will also be very important and form the major substantive basis for continued annual funding. The evaluations should be directed at two points: (1) whether the need addressed continues to be of high priority; and (2) whether the project itself is efficient and effective and is making progress towards meeting that need.

Another administrative requirement is that arrangements be made, particularly in the pilot stage, for widespread dissemination of progress reports and evaluations. One of the essential purposes of the pilot stage is to allow other agencies and institutions which are similarly situated to benefit from the experience of the pilot program, thus perhaps even to go directly to the operating stage without going through a pilot stage. Support for this dissemination is provided as part of the project funding.

Substantive Priorities

I shall now say a few words about the substantive priorities that are suggested for Parts C and D. These are of two kinds. First, there is a socioeconomic type of priority. About one-third of the funds will be allocated to programs directed at the needs of the disadvantaged. I say "about one-third" and I say "the needs of the disadvantaged" without defining them--and I do this advisedly, because we are not going at this point to say that you have to have so many programs directed to families that make under $3,000 a year or anything of that sort. But the proposals will have to demonstrate clearly that the program will be directed to the needs of the economically disadvantaged. This will mean allocating the resources in some proportion to the magnitude of the need. Here we are talking not only about the urban situation, important as this is, but also about the rural situation--and this, of course, interrelates very closely with the urban situation.

The second type of substantive priority is concerned with the educational professions themselves. We plan to allocate between 5 and 10 percent of the funds under Parts C and D among four categories of educational personnel: administrators, teacher trainers, early childhood personnel, and auxiliary personnel. Investment in the training or retraining of administrators and teacher trainers will have widespread secondary effects. For early childhood and auxiliary personnel--groups that have been relatively overlooked in past legislation--we foresee great demand in the future. However, there will be room for considerable flexibility. The applicant can identify the national, regional, state, or local needs to which he wishes to address his project and support the critical nature of the need by convincing evidence.

May I urge you to read closely the guidelines, particularly those for "Educational Personnel Development Grants". This speech cannot in any way substitute for such a reading.

Conclusion

In conclusion, let me say again that this Act is one of the least heralded but most far-reaching accomplishments of the 90th Congress and the present Administration. It allows for a long-term approach to the real needs in education. And--very importantly--it provides a linkage between research and practice.

The authorization for the Act is approximately $400 million for the first year and over $500 million for the second. In the first year, we are making a start. The total request is for $160 million.

We cannot, of course, anticipate the actions of Congress. But we certainly hope that this program will remain in operation for a considerable time. And we are confident that it will be improved by the comments and reactions of groups such as this.

WHO AND WHAT WILL BE FUNDED UNDER EPDA

On June 29, 1967, the President signed into law the Education Professions Development Act (EPDA) which consolidates many of the programs in previous legislation and adds important new ones for teacher education. P.L. 90-35 amends and extends Title V of the Higher Education Act of 1965. In addition to extending the Teacher Corps for three more years, the act broadens the base of funding for the purposes of improving the quality of teaching and of helping meet critical shortages of adequately trained educational personnel. The major portion of authorized appropriations will become effective the fiscal year beginning July 1, 1968. The Teacher Corps extension became effective July 1, 1967.

1. Grants will be available to state and local educational agencies, institutions of higher education, and other public and nonprofit agencies (under circumstances approved by the National Advisory Council, contracts may be entered into with other, private agencies) for the purposes of:

- Identifying capable youth in secondary schools who may be interested in careers in education and encouraging them to continue their education for such careers.
- Publicizing career opportunities in education.
- Encouraging qualified persons to enter or re-enter the field of education.
- Encouraging artists, craftsmen, artisans, scientists, and persons from other professions and vocations, as well as homemakers, to take on part-time or temporary teaching or related assignments.

Authorized for appropriation: $2,500,000 for fiscal year beginning July 1, 1968.

2. Funds will be available to states to help local communities with critical teacher shortages. Funds will be given for state plans designed to:

- Attract into teaching persons in the community who have been otherwise engaged and to provide them, through intensive, short-term training programs and subsequent in-service training, with qualifications necessary for a teaching career.
- Obtain the services of teacher aides and provide them with the necessary training in order to increase the effectiveness of classroom teachers.

Authorized for appropriation: $50,000,000 for fiscal year beginning July 1, 1968.

3. Grants will be made to state educational agencies and institutions of higher education for training not only teachers but teacher-trainers, teacher aides, and other educational personnel. Some educational agencies may receive grants or contracts, also, if the state education agency approves. Programs or projects can be short-term or for regular sessions and must provide any of the following:

- Training or retraining of teachers, teacher-trainers, or supervisors for elementary, secondary, vocational, adult, and preschool levels and in all subject areas.
- Training or retraining of personnel in guidance and counseling, school social work, child psychology, remedial speech and remedial reading, child development, and educational media (including educational or instructional TV and radio).
- Training of teacher aides and other nonprofessional educational personnel.
- Training of persons participating in programs for preschool children.
- Preparation of teachers and other educational personnel to meet the special needs of the socially, culturally, and economically disadvantaged; exceptionally gifted students; and the handicapped.
- In-service and other training for school administrators.
- Preparation of artists, craftsmen, scientists, artisans, persons from other professions and vocations, and homemakers, to teach or assist in educational programs.

Authorized for appropriation: $70,000,000 for fiscal year beginning July 1, 1968.

4. Funds are available to help institutions of higher education train persons who are serving or preparing to serve as college and university teachers, administrators, or educational specialists. Programs can include short-term or regular-session institutes and trainee fellowships.

Authorized for appropriation: $21,500,000 for fiscal year beginning July 1, 1968.

5. Grants to institutions of higher education, available under the Teacher Fellowship Program, have been extended to include teachers in preschool, adult, and vocational education as well as those in elementary and secondary education. They also provide graduate education for related educational personnel. Funds under this program pay part of the cost of developing or strengthening graduate programs in these areas.

Authorized for appropriation: $195,000,000 for fiscal year beginning July 1, 1968.

--From TEPS Newsletter/October 15, 1967

ADMINISTRATIVE PLANS FOR EPDA

The following paragraphs describe the current (January 1968) status of planning for administration of the Education Professions Development Act. They include (1) the current schedule for implementation of the Act, (2) the organizational recommendations of the Office of Education, and (3) the general principles and priorities to be suggested in program guidelines.

(1) SCHEDULE

The National Planning Conference for the Education Professions Development Act was held on November 4 and 5, 1967. Reports and comments of consultants, associations, and individuals on plans for the Act have been received. The report of the Planning Coordination Committee, a group of consultants under the leadership of Dwight Allen, dean-designate of the School of Education of the University of Massachusetts, has been received by the U.S. commissioner of education and has been commented on by other federal agencies: the National Science Foundation, the Office of Economic Opportunity, the Department of Labor, the Foundation on the Arts and Humanities, and by the bureaus within the Office of Education.

The emphasis in planning has now shifted to the staff of the Office of Education, although advice from other sources including other federal agencies will continue to be sought. The primary job of Office of Education staff is to translate the broad goals and priorities agreed upon as a result of the outside advice and comments into program regulations and guidelines. Drafts of these documents will be completed in January. They will be distributed for information and reaction to all state departments of education, all colleges and universities, and all of the interested professional associations and organizations.

The formal publication of guidelines and regulations should take place in March and deadlines for applications under all parts of the Act, except for the state plans, will be set in May. State plans will be called for in July. Project and state plan approval will occur soon after appropriation action, which typically might be expected in October 1968.

Some institutional, state, or local programs under the Act may get under way in or before the second academic semester of the 1968-69 year. However, the bulk of the projects will start during the summer of 1969 and the following academic year.

National Advisory Council for Education Professions Development

The National Advisory Council for Education Professions Development has been appointed by the President. That Council, under the chairmanship of Laurence Haskew of the University of Texas, is charged with the development and review of policy for educational manpower programs throughout the federal government. Its initial annual report is to be submitted in January of 1968.

Laurence D. Haskew, professor, College of Education, University of Texas, is the chairman of the National Advisory Council on Education Professions Development. Other Council members appointed by President Johnson are: Sister Mary Corita, professor of art, Immaculate Heart College at Los Angeles, Calif.; Don Davies, executive secretary, NCTEPS, NEA; Adron Doran, president, Morehead (Ky.) State College; Annette Engel, teacher-counselor, Phoenix, Ariz.; Susan W. Gray, director, Demonstration and Research Center for Early Education, George Peabody College for Teachers, Nashville, Tenn.; E. Leonard Jossem, professor of physics, Ohio State U.; Marjorie Lerner, elementary principal, Chicago, Ill.; Kathryn Lumley, director of reading clinics, Washington, D.C., schools; Carl Marburger, New Jersey commissioner of education; Edward Moreno, foreign language consultant, Ventura County, Calif., schools; Lloyd Morrisett, v.-p., Carnegie Foundation for the Advancement of Teaching; Mary Rieke, president, Oregon School Boards Assn.; Theodore Sizer, dean, faculty of education, Harvard; and Bernard Watson, associate supt. of schools, Philadelphia, Pa.

(2) ORGANIZATION

A variety of organizational arrangements for the administration of the Education Professions Development Act within the Office of Education have been considered. These range from a complete decentralization of the authorities of that Act into the currently established bureaus, to the establishment of a new bureau containing not only all of the EPDA but also all of the other authorities in the Office of Education directed in whole or in part to the development of educational personnel.

After consideration of the advice of the Planning Coordination Committee, the OE bureau directors, and others, a decision has been made to recommend to the Department of Health, Education, and Welfare the setting up of a Bureau of Educational Personnel Development within the Office of Education. It will have line responsibility for all parts of the EPDA with the exception of the National Advisory Council and Part E. The latter part will be administered in the Bureau of Higher Education.

The Bureau, if approved by the Department, will have the usual staff offices for administration, information, and regional services. It will also contain divisional level organizational units with the following functions:

The Division of Program Administration will contain all of the operating authority of the EPDA except for Part B1, Teacher Corps, and thus will be in a position to use those authorities comprehensively and flexibly. Personnel of that Division will have responsibility, with the assistance of personnel from the Division of Program Resources, for developing programs for the solution of pressing educational needs, for soliciting project proposals, for evaluating those proposals, and for approving and monitoring projects. It will also evaluate and recommend approval of state plans under Part B2.

The Teacher Corps, Part B1 of the Education Professions Development Act, will continue as an entity of divisional status within the Bureau. Its programs will be coordinated closely with those of the Division of Program Administration. For example, projects for developing educational manpower for urban slum areas may serve as models for activities under the state plan program, Part B2, and under Part D.

The Division of Program Resources will provide the professional focus of the Bureau. A relatively small cadre of permanent staff will be recruited; the bulk of personnel in this Division will be employed in one to two year terms and as consultants. One of the prime tasks of this staff will be the development of models of approaches to teacher training and staffing. This staff will also provide the bulk of professional internal Office of Education evaluation of proposals and plans submitted under the Act. It will, in cooperation with the Division of Assessment and Coordination, which will have the line responsibility, also contribute importantly to the assessment of the needs of the education professions and thus to the annual report of the commissioner. Finally, it will be a primary source of consultant services both for contributing to the development of new and experimental programs in the more advanced institutions and for consulting with weaker institutions in the development of projects to meet pressing social and educational needs.

The Division of Assessment and Coordination will include two complementary functions. First, it will be responsible for assessing needs for educational personnel both in quantitative and qualitative terms and developing plans to be carried out under the Education Professions Development Act for meeting those needs. These will be set forth in the annual report of the commissioner. That document will form the basis not only of the operations of the Bureau but also of the activities of other educational manpower development programs in the Office of Education. It will lead to the second important task, that of coordination. While the Division will have some responsibility for intra-Bureau coordination of activities, its most demanding task will be providing coordination for the 14 programs or parts of programs that contribute to the development of educational manpower that will continue to be located within the Office of Education but outside of the Bureau of Educational Personnel Development.

Preparations for the establishment of this Bureau have been started, and, if Departmental approval is received, it should become operational early in calendar year 1968.

Representatives of other federal agencies have been involved in planning for the administration of the EPDA, and they will continue to be involved as the plans mature. Agencies that have made suggestions for program directions and that will be contributing to guideline development include the Department of Labor, the Office of Economic Opportunity, the Endowment on the Arts, the Endowment on the Humanities, the National Science Foundation, and the Appalachian Commission.

The National Advisory Council on Education Professions Development will be organizationally separate from the Office of Education, although the Office will budget for its costs. It will have a small staff of its own.

(3) PRINCIPLES AND PRIORITIES

The Education Professions Development Act anticipates that the Commissioner of Education will assess the needs of educational personnel development and then develop and publish his program to meet those needs annually. Guidelines for the programs under the EPDA will elaborate and expand upon the indications of that annual report.

Instead of making these assessments and developing responsive programs totally within the Office of Education for the first year of the program, a capacity that will evolve as part of the new bureau, the advice of consultants, associations, and agencies knowledgeable in the needs of the education professions has been sought. After consideration of this advice, certain operating principles and priorities have been established to guide further planning for EPDA activities in fiscal year 1969.

Generally, these indicators preserve and build upon the progress of those present programs that are absorbed in the EPDA, encourage new and socially responsive programs, and attempt to assure the sustained institutional impact of these programs.

These principles and priorities may be classified according to those that pertain to administrative procedures, social and educational target groups, and the substance and process of education.

Administrative Procedures

1. Concentration rather than diffusion of resources will be encouraged. Projects will be funded so as to make major inroads on the particular problems being addressed.
2. The potential impact of projects will be an important criterion. Proposals directed to problems that are general rather than unique and that will have widespread direct and secondary effects should be supported. Programs under the EPDA should be used to serve more than one purpose where possible.
3. The combination of resources will be encouraged. Local, state, federal, and institutional funds and competencies should be contained in program packages, when such funding authorities and competencies complement and reinforce each other. In particular, efforts will be made to combine funding under EPDA with that under other federal programs. Within institutions of higher education emphasis will be placed on programs which draw on all of the resources of the institution, e.g., departments in the arts and sciences, appropriate professional schools, and schools of education.

4. A complete cycle of program development and operation should be observed. The cycle should contain clear phases of planning, testing, implementation, and operation. The funding of each phase should be separate from the others and contingent on satisfactory performance in the prior phases. However, an applicant under the Act may enter the cycle at any phase if satisfactory evidence of performance in the prior phases under different funding arrangements is furnished. Discrete elements of program packages may, of course, be in different phases at any one time. As the first corollary to this, the Office of Education should commit itself in principle (a legal commitment is impossible) to continuation of funding of any program that reaches the testing stage if the performance continues to be satisfactory. The second corollary to that principle suggests that sustained support of the operational phase from sources other than EPDA programs be reasonably assured before the implementation phase is funded. Furnishing evidence of this sustained support should be one of the elements of satisfactory performance.

5. Comprehensive planning should be encouraged. Proposals should place EPDA projects in their proper contexts. They should be related sequentially to the work that has preceded and that will succeed. For example, teacher training projects supported under the EPDA might be integral parts of the development and installation of new curriculums or they might be part of a planned effort to restructure career patterns of a school district. They should also be related to other programs, such as those for preschool education supported by the Office of Economic Opportunity or those supported under Titles I or III of the Elementary and Secondary Education Act, to show how they combine to meet goals each could not meet alone. Each proposal should set up clear goals, preferably in behavioral or performance terms, that can be the basis for subsequent evaluation.

6. Evaluation procedures should be part of each proposal. Applicants, particularly those whose resources are meager, should be encouraged to provide for arrangements with institutions or organizations outside of the Office of Education to assist in project development, to monitor projects, and to evaluate them. Widespread dissemination of project evaluations should be provided.

7. Special efforts should be made to assist, develop, and fund programs that are directed to pressing educational needs, but that are proposed by the poorer institutions, states, or localities. In these cases, the Office of Education should be prepared to offer special consultation services, the monitoring arrangement suggested above should be used, and combinations of resources should be encouraged. These efforts should be directed to the creation of models of institutional improvement. They should not be interpreted to indicate a diminution of interest in funding projects in institutions of recognized quality.

8. Nominations of consultants to advise on program operation and to review project applications should be sought from other federal agencies, professional associations, and educational agencies and institutions with particular knowledge of and interest in the fields affected by the EPDA. Consultants should represent the major subject disciplines as well as teaching method and the organization and operation of schools and colleges. In some areas, such as programs for the disadvantaged, it will be important to have advice from persons knowledgeable in, for example, urban and rural poverty, who are not necessarily educators.

Target Groups

Two types of target populations are suggested for the EPDA.

The first is a socioeconomic grouping and the second, occupational groups within the education professions. These two classifications overlap each other. Allocations under these classifications include present programs to be absorbed in that Act, but in practice they will not affect the present pattern of commitments under those programs.

Among socioeconomic groups, the economically disadvantaged should receive highest priority. Between 30 and 40% of total EPDA funds should be directed to that population. Within that group, the problems of education in the depressed areas of the cities, because of the concentration and complex interaction of those problems, should receive first attention, and projects addressed to the conditions of rural poverty should rank next.

In terms of education level, preschool education, being the point at which the possibility of substantial benefits seems to be highest, should receive at least half of the funds anticipated for this target group.

A number of occupational groups within the education professions deserve special priority. Two groups that have a large influence on the remainder of the professions are administrators and trainers of teacher trainers. Approximately 10% of EPDA funds should be devoted to training and retraining projects for each group, if sufficient high quality projects can be developed for them.

The use of aides in the classroom and the school promises relief for some teacher shortages and stimulates better teacher performance when both aide and teacher are properly prepared. Large resources have been devoted to this function under Title I of the Elementary and Secondary Education Act. The EPDA should devote at least 5% of its resources to complementing those programs with activities in areas not eligible under Title I and to the development of model training programs for aides.

Professional preparation for careers in junior and community colleges and technical institutes varies widely in quality. At least 5% of the funds under the EPDA should be devoted to the training and retraining of faculty for those institutions.

Particular attention should be given to programs for preparing educational personnel for the handicapped and for adult and vocational education. In determining allocations for these groups, account should be taken of programs other than the EPDA that are directed toward those areas.

Educational substance, process, and structure

Projects in the 14 fields, primarily in academic subjects, previously authorized under Titles XI and V(b) of the National Defense Education Act and the National Foundation on the Arts and Humanities Act, should continue to be funded. These fields are: arts and humanities, civics, counseling and guidance, disadvantaged youth, economics, educational media specialists, English, English for speakers of other languages, geography, history, industrial arts, international affairs, modern foreign languages, and reading. The EPDA expands the opportunity for funding to all curriculum areas except training for religious occupations.

Within the subject fields, preference should be given to those categories in which well-prepared teachers are demonstrably in short supply. Evidence of supply shortages may be presented from any reputable, and preferably disinterested, source. As its capacity develops within the new bureau, the Office of Education will seek to identify national shortages in these areas.

The process and structure of both education and the development of educational personnel should receive special attention. Projects to support the restructuring of the educational profession in order to make it more attractive to able persons, the construction of training programs around actual work experience, programs which combine pre-service and in-service training, the addition of training in educational method to subject matter preparation for higher education faculty, training in the use of new educational technology, and similar efforts should be encouraged.

Innovation should be a key condition for all programs supported under the EPDA. The Act should be directed toward the development of more efficient and effective ways of meeting critical quantitative and qualitative shortages of educational personnel.

PROGRAMS OF RECREATION FOR THE MENTALLY RETARDED

Wallace K. Babington
Special Assistant to the
Assistant Secretary for
Individual and Family Services, HEW

I have been asked to talk with you today about Federal programs that can be used to support recreation and physical education programs in the area of mental retardation. As a general rule, the Federal programs that serve the mentally retarded apply as well to almost all other handicapping conditions. We have within the Department of Health, Education, and Welfare a number of programs that fall into this category; these I would like to discuss with you. The Department's general overall philosophy on the subject of recreation and physical education for the mentally retarded concurs with a statement of the President's Panel on Mental Retardation, written and submitted in 1962. The Panel stated:

> "The retarded child, like other children, needs opportunity for healthy growth-promoting play. The adolescent's vital need for successful social interaction and recreational experience is frequently intensified by isolation resulting from parental overprotection, the numerous failure experiences in school and occupational pursuits and by his exclusion by normal groups from everyday play and social activities. For the retarded adult, opportunity and constructive use of leisure time may prove a major factor in maintaining community adjustment."

We concur in the belief that recreation and physical education should be essential ingredients of a total program of support in the field of mental retardation.

I have copies here of a brochure that was prepared for a group similar to yours; it has been revised in the light of last year's new legislation. You find here descriptions of the programs that I will discuss. This kind of brochure can seldom stand by itself--I am always a little uneasy when giving out the brochure without an opportunity to discuss the programs with the people who are using it. As I go on to discuss the programs, you will understand better what I mean. Whay you have here is the brochure that attempts to identify the major programs in the Department of Health, Education, and Welfare that can support recreation and physical education activities for the mentally retarded. But it is absolutely essential to understand that when you identify these programs you are talking about the authority of the various agencies within the Department to support activities for the mentally retarded. There is quite often a very wide gap between the authority to support a certain type of program, and the actual use of that authority for that purpose.

Up until last fall when Title V of the Mental Retardation Act was enacted, we had no specific program in the field of recreation and physical education in the Department. I don't know of any other program that is specifically in the area of recreation. Now we have one for recreation and physical education, specifically designed for the mentally retarded and other handicapped. The program is unique--and it was very difficult to secure.

Title V is a specific program--but in most of the other programs that I will discuss, you will find that recreation is one part of a total program, one part of a general program that supports many other types of activities. Almost all of our mental retardation programs tend to be part of general programs that can provide many other types of services. This is part of the philosophy of the President's Panel on Mental Retardation. It is the philosophy of the administration of these programs. You try to get a program for the mentally retarded worked into the general program where it belongs. Vocational rehabilitation is a good example of that. Rather than earmark funds for the mentally retarded and administer them separately, we want the mentally retarded to be a part of the ongoing program, so that they benefit from everything that goes on in the field of vocational rehabilitation. A similar situation exists in special education. We do have specific authority for special education now and a specific program, but we still want to be a part of Title I--we still want to be in Title III, and in the Library Services and the Construction Act. We want to be in every program--if there is any activity, we want to be there for the handicapped.

Now, I would like to say a few things about the programs that are mentioned in the brochure. In any Federal program to which you consider applying for a recreation or physical education grant, these are some factors that you ought to consider:

The amount of support that has been made available for recreation under these programs is an important factor. Even when you know the amount of funds used for recreation, I am not certain that the amount by itself is always meaningful. For example, I could discuss a program in which $100,000 was spent for recreation for the mentally retarded. It would sound good until you find out later that it is a $10 million program. You are not then really talking about a great deal of money. So, it is important to find out what has been spent for recreation for the handicapped in order to get an idea of the impact that program can make. And then you must consider the amount of money that is spent on recreation in these programs in context with the total expenditures of the program.

When you consider any program in the Public Health Service and find that it can support recreation and physical education, you must realize that the context of the program is going to be in the health field. This is important--it means the Public Health Service will not support anything strictly in the field of public education. Likewise, in the vocational rehabilitation program in Rehabilitation Services Administration we have good programs in the field of recreation; but you have to see all of these programs within the context of the contribution that they can make to gainful employment of disabled persons. This is the authority, the law, under which vocational rehabilitation operates. Any program that they support has to be justified on the basis that this activity is going to contribute, to some extent, to employment or preparation for gainful employment of disabled persons. Now recreation programs find their way into this activity, but they are always seen within that total context.

Again, when you consider a program, pay close attention to the "eligible applicant". I think this is extremely important. Sometimes you will find that only an official State agency can receive a grant under a particular program; and if you look closely, you will find that only one particular official State agency can receive such a grant. A good example of this is one of the best programs we have for recreation and physical education for the mentally retarded--it is the Hospital Improvement Program and the In-Service Training Program. The important point here is that there is only ONE eligible applicant--a State institution for the mentally retarded.

The only other point I would make about these programs is this: in almost all grant programs outside consultants are used for review. Consultants review the grant applications and make recommendations for approval. It is however, true that we make the final decision on grant approval. I think I would be less than honest if I didn't say that in the past, recreation and physical education have tended to receive a low priority in the field of mental retardation when competing for funds. The recreation project application is competing with the school that is going to close if a grant is not awarded--with the clinic that is desperately in need of staff--and the institution that is providing a very low quality of service. Along with these applications you have a proposal for a good recreation program, but these other applications seem to get higher priorities; these other issues are pressing, life and death matters. The new Title V is a very good beginning, because it identifies hard money for recreation and physical education; these programs will not have to compete with other areas for support; so we do for the first time have some specific, earmarked funds.

Now to discuss these programs in particular. The Department has reorganized, as Dr. Garrett mentioned, and also had some new legislation about the same time. The reorganization and legislation are both reflected in the brochure.

One of the programs of particular interest is called SWEAT (Student Work Experience and Training Program). This is a program that recruits high school and college young people and puts them in work experience situations--this is summertime employment and most are placed in recreation programs. Through this recruitment and training experience, we have been able to place many young people in programs of recreation and physical education for the mentally retarded.

There are also the Hospital Improvement and Inservice Training Programs that I mentioned a moment ago. These activities are making very real contributions to the field of recreation for the mentally retarded. When you look at some of the projects that they have supported, you run across something like this: a project that is mainly concerned with recreational therapy; another project that is for the development of an extended activity therapy program for patients on all wards using college students on a part-time evening and weekend basis. This is the kind of activity we can support with this program in a State institution for the mentally retarded. There are a number of projects such as the ones I have cited--there is no doubt but that this program has made a significant contribution to the field of recreation for the mentally retarded.

The mental retardation community facilities construction program is also a key factor in this field. Technically, under this program you could build almost any kind of facility for the mentally retarded (such as a camp or recreation center). The funds are awarded to the States on a formula basis and the State must provide matching funds. Applications can be made to the State, and there is a varying matching between 1/3 and 2/3. Technically, and by the legislative authority, you can use these funds to construct recreation facilities. However, the State would have to give priority to this type of facility. With these funds the States have constructed day care centers, institutions, etc.; recreation activities form a part of these programs; but no recreation facility per se has been built with these construction funds. The authority is there and if you can get the priority within the State, then there is no reason why the funds couldn't be used for recreation facilities.

The National Institute of Child Health and Human Development considers recreation one of the areas in which they can support research and research training. However, they have never received an application in this field.

For the Children's Bureau there are three programs listed in the brochure: The Division of Research in the Children's Bureau does support research projects in the field of recreation for mentally retarded children. It is not a great number, but the Division is a source of possible funds. The other two are training grant programs, but for the most part these training grants are made available to State health and welfare departments; in order to take advantage of them, you must apply to the State. Most of these funds are awarded on a formula grant basis to the State. (You notice that these programs are closely tied to the States.) Funds are awarded on a formula basis, taking into consideration population, need and income. The Children's Bureau trains medical personnel, social work personnel, and a wide variety of other disciplines.

I will skip the Office of Education program because Dr. Palk has mentioned them and provided ample information.

The Vocational Rehabilitation program that Dr. Garrett referred to in his remarks is one that did some pioneering work in this field. As I mentioned earlier, this program works on the basis of what will contribute to gainful employment. But they have still been able to make a real contribution to the field of recreation. One of the questions that I ask our agencies every year is: Whom have you trained? Each agency lists the physicians and nurses, teachers, social workers, etc. trained with Federal funds. Vocational rehabilitation was the only program that listed recreation specialists. There were not a great many, but over a two-year period they trained approximately 35. There are a number of accomplishments of the vocational rehabilitation program in this field. Recreation is seen as a very important socializing factor in vocational rehabilitation. It plays an important part in the total plan for a disabled person.

PHYSICAL EDUCATION AND RECREATION FOR HANDICAPPED CHILDREN

Title V - P. L. 90-170

Bobby E. Palk
Program Specialist
Mental Retardation Branch
Division of Training Programs
Bureau of Education for the Handicapped
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C.

Although my primary training was in special education, I have had a long-standing interest in physical education and recreation. For several years, as a requirement, students at Peabody College who received training as teachers of mentally retarded or of other handicapped students were required to serve as counselors during a two-week camping session with multiply handicapped youngsters. These youngsters were mentally retarded and also had additional handicaps. They were blind, or deaf, or cerebral palsied, or emotionally disturbed. From the viewpoint of the students, the camp administrators, and myself, as a teacher-trainer, this activity proved to be one of the most meaningful learning aspects of the College's training program for the prospective teacher.

In this presentation today, I would like to discuss two topics: the Bureau of Education for the Handicapped and the most recent legislation referred to as Title V of Public Law 90-170.

The Bureau of Education for the Handicapped was activated January 12, 1967. It was established to consolidate and administer all U. S. Office of Education programs and projects relating to the training, research, and services for the education of handicapped children. Within this context, handicapped children include the mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, and those otherwise health impaired and requiring special education. The Bureau of Education for the Handicapped is composed of the Office of the Associate Commissioner, the Division of Educational Services, the Division of Training Programs, and the Division of Research.

Prior to the establishment of this bureau, similar sections were under different bureaus of the U.S. Office of Education. The training aspect of the program came under one bureau and research under another bureau. The establishment of this new bureau resulted in coordinating the three major divisions of training, service, and research.

James J. Gallagher is the associate commissioner of education responsible for the operation of the Bureau of Education for the Handicapped. His office is responsible for program planning, administration and evaluation, and also provides an informational service on the handicapped for the nation's educational community.

The Bureau's primary aim is to help handicapped children become independent and self-sufficient through programs designed to increase the number of qualified professional personnel; improve educational services in preschool programs; stimulate acquisition and utilization of modern educational equipment and teaching materials; and encourage new research as well as utilization of successfully tested research and advanced educational techniques.

The Division of Educational Services is responsible for programs specifically concerned with the direct education of handicapped persons. These programs include grants to aid in initiating, expanding, and improving school programs which advance the education of handicapped children; grants for projects designed to meet educational needs of handicapped children in state-operated and supported schools; and a media and captioned film service which is operated on a nationwide scale for the educational, cultural, and vocational enrichment of handicapped persons. Under this division some programs in physical education and recreation for the handicapped have been sponsored.

The Bureau's Division of Training Programs provides grants to public and private nonprofit institutions of higher learning and to state departments of education to support training programs for teachers, supervisors, speech and hearing specialists, and other professional personnel concerned with the education of handicapped children. In this current year $24½ million will be awarded for training of personnel. Relatively small sums have been made available for training of specialists in physical education and recreation for the handicapped. However, the Bureau has supported short-term programs, such as institutes for training in physical education and recreation.

The Division of Research operates within the broad definition of research or demonstration activities for the handicapped. This division supports three major categories of programs. First, grants are provided for research facility construction, research and development centers, programmatic research grants, university departmental stimulation grants, and research project grants. Second, it supports demonstration and dissemination activities, through a national network of 14 instructional materials centers, as well as regional demonstration centers, demonstration projects, and conferences related to research. Third, it provides funds for projects related to the development and evaluation of education media and curriculum. A total of $11.1 million will be spent on research during this current year. A few research projects in physical education and recreation have been funded through the Research Division.

The establishment of the Bureau is an important step forward in the commitment of our society to educate handicapped children. The late President John F. Kennedy and President Lyndon B. Johnson have stressed that every child should have as much education as possible. In education, we can no longer neglect the nation's more than 5,000,000 handicapped children. During this fiscal year, federal government support through our Bureau alone will total approximately $78 million. At last we are coming to the point where we can mean what we say, when we say that "Every child should be given the opprotunity to develop to the limit of his ability."

One of the important elements in the advancement of programs to educate handicapped children is physical education and recreation. In the past, this factor has been neglected. We know that the professional fields of education and medicine recognized the importance of physical education and recreation. We also know that the children who need physical and recreation services the most are getting them the least. This was inferred in the last presentation--when the speaker asked, "How much have we done for the children in wheelchairs in recreation and physical education?" and "How much have we done for the mentally retarded?" Generally we have provided programs only for those children who could really succeed without radical adaptation. We know that handicapped children lag far behind the normal child. Only a little more than two million or 40% of our country's handicapped children are getting special educational services. And of this number only a small percentage are provided with specialized physical education and recreation programs.

These children will need specially trained people in recreation and physical education for a variety of activities. The magnitude of the need is of considerable concern to us. Very few people working in special programs at the present have had specialized training in this area. The dimension of the problem takes clearer shape, if we think in terms of one specialist for 500 handicapped children. On this basis we would need something like 10,000 specialists at the present time!

We also need more research to answer crucial questions in the field. As an example, there are many current programs designed to develop motor skills in handicapped children. We hear claims about how important and successful such programs are, but we do not have solid research evidence to back up such claims. Through research we can establish the effect of various types of programs on the physiological, psychological, social, and intellectual characteristic of handicapped children.

As a result of the need for specially trained personnel and research in physical education and recreation, the 90th Congress recently passed Title V of Public Law 90-170. This title has several sections. One section provides for grants to institutions of higher learning and to state education agencies for the training of specialized personnel in physical education and recreation of handicapped children. For this purpose the law authorizes $1 million for fiscal year 1968, $2 million for 1969, and $3 million for 1970.

Another section of this title authorizes $1 million for 1968 and $1.5 million for 1969 and 1970 for research and demonstration projects in the field of physical education and recreation for the handicapped. The title also provides for the authorization of a special advisory committee. This committee will consist of three representatives from physical education, two representatives from recreation, and two from special education. Therefore, professional personnel in your field of physical education and recreation will advise in the implementation of this title.

In your future programing plans for training specialists in physical education and recreation for handicapped children, I hope you will plan for (1) a continuous and integrated program of preservice training, (2) a program of continuing education, (3) a close integration of theory and practice, (4) the utilization of a variety of community resources, (5) the preparation of leadership people who will focus on professional and institutional change, (6) the training of specialists not only for today but also for a role in a different and emerging school and society of tomorrow, (7) the training of a variety of specialists according to the various roles to be performed, and (8) the identification, development, and dissemination of information concerning promising models of training, research and service programs.

We can have a significant impact in the area of physical education and recreation by simply continuing and expanding the present models of training and research. This will help in providing a trained manpower pool to quantitatively equal the nation's needs. We should question whether this type of contribution will qualitatively meet the nation's needs. The impact of any program that you develop for training, service, or research in physical education and recreation will in the long run be greater if you take the time to carefully plan your program. The responsibility rests on your shoulders. I know you have the ability, and I hope you will meet the challenge of developing quality training, research, and service programs in the area of health, physical education, and recreation for the handicapped.

FACT SHEET ON TITLE V-P.L.90-170

Public Law 90-170, the Mental Retardation Amendments of 1967 created a new Title V to the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963. This new Title is called "Training of Physical Educators and Recreation Personnel for Mentally Retarded and Other Handicapped Children."

THE AUTHORIZATION

The law authorizes the secretary of health, education, and welfare "to make grants to public and other nonprofit institutions of higher learning to assist them in providing professional or advanced training for personnel engaged or preparing to engage in employment as physical educators or recreation personnel for mentally retarded and other handicapped children, or as supervisors of such personnel, or engaged or preparing to engage in research or teaching in fields related to the physical education or recreation of such children."

For this purpose, the law authorizes to be appropriated for the fiscal year ending June 30, 1968, $1,000,000; for the fiscal year ending June 30, 1969, $2,000,000; and for the fiscal year ending June 30, 1970, $3,000,000.

In addition, the law authorizes a new program for research and demonstration projects in this area. Grants can be made to states, state or local educational agencies, public and nonprofit private institutions of higher learning, and other public or nonprofit private educational or research agencies and organizations, for research or demonstration projects relating to physical education or recreation for mentally retarded and other handicapped children. The law authorizes an appropriation for these purposes, for the fiscal year ending June 30, 1968, $1,000,000; and for each of the two succeeding fiscal years, $1,500,000.

A third feature of this Title V authorizes the secretary of health, education, and welfare to appoint an Advisory Committee, which will consist of seven members, to advise him on matters of general policy relating to its administration. Three members shall be individuals from the field of physical education, two from the field of recreation, and two with experience or special interest in the education of the mentally retarded or other handicapped children.

THE NEED

The vital role of exercise, sports, and games in the growth and development of all children is well recognized by the medical and educational professions. Research has shown that children who need these activities most are the ones who get them the least--the physically, emotionally, and mentally handicapped. They need group play for social growth, skill achievement to build a positive self-image, and vigorous fitness activities to improve strength and endurance areas in which they lag two to six years behind normal children. Most important, there is increasing evidence that motor activities can influence intellectual performance, particularly of the mentally retarded.

Educators agree almost unanimously that the handicapped need adapted programs of physical education and recreation conducted by specially trained people. Over 200 colleges are attempting to provide such training, but they are severely handicapped by lack of financial support. This year more than 12,000 teachers and recreation specialists will attempt to get such training through one-and two-day workshops financed by local sources.

Presently, there are estimated to be only 50 trained physical education teachers for the mentally retarded, available on a national basis. At least 5,000 more are needed to provide even once-a-week instruction for the mentally retarded.

Research is needed to discover the most effective methods for teaching motor skills to the retarded and handicapped. Furthermore, research is needed to establish more exactly the physiological, psychological, social, and intellectual effects of various types of activity programs. Recent extensive claims for various programs require close scientific examination in order to give direction to concerned parents and teachers.

BACKGROUND

In October 1963, the U. S. Congress passed the Mental Retardation Facilities and Community Mental Health Centers Construction Act to provide assistance in combating mental retardation through grants for construction of research centers and construction of community facilities for the mentally retarded. Since the establishment of the program, over 167 projects for the construction of community facilities for the mentally retarded have been funded, at a total cost of $107 million, of which the federal share is $31 million. In addition, 12 projects have been funded for the construction of mental retardation research centers at a total cost of $38 million and 14 university-affiliated facilities for the mentally retarded have been funded at a total cost of $42 million, of which the federal share has totaled $30 million.

The Department's concern in this area stems from the report of the President's Panel on Mental Retardation. That report includes the following statement:

"The retarded child, like other children, needs opportunity for healthy, growth-promoting play. The adolescents' vital need for successful social interaction and recreational experience is frequently intensified by isolation resulting from parental overprotection, the numerous failure experiences in school and occupational pursuits, and his exclusion by normal groups from everyday play group and social activities. For the retarded adult, opportunity and constructive use of leisure time may prove a major factor in maintaining community adjustment."

The United States commitment to this effort was further emphasized by President Lyndon B. Johnson in his statement of June 15, 1964:

"Thirty years ago, or even three years ago, if anyone had asked what was being done about mental retardation, the answer would have been a shrug of the shoulders .... Our answer and our attitude are changing. We are answering with our hearts and our heads, not with shrugs and silence .... We have made progress. But our efforts have only begun. We will continue until we find all the answers we have been seeking, until we find a place for all those who suffer with the problem."

FINANCIAL AID FOR HPER PROGRAMS FOR THE HANDICAPPED

(Selected from a document prepared by AAHPER Project on Recreation and Fitness for the Mentally Retarded, January 1968)

Types of Grants Available

There is a wide variety of grants and other funds available under the various federal programs for the handicapped. While the majority of grants are provided for (a) research, (b) demonstration-pilot projects, and (c) professional preparation and training, there are many other areas for which funds can be obtained: (a) construction, (b) equipment, (c) materials, (d) additional staff and personnel, (e) personnel training, (f) administrative costs, (g) planning grants, (h) evaluation, (i) dissemination, and (j) work-study and student financial aid.

While physical education and recreation are not specifically mentioned in most programs for the handicapped, other than Title V of P.L. 90-170, proposals in these areas can qualify for grants under the provisions of many of these other programs since they are not specifically excluded. There are also programs administered by various departments, bureaus, divisions, and branches within the federal government that can consider proposals in physical education and/or recreation from which the mentally retarded and the handicapped are not specifically excluded. All potential sources should be investigated. Some programs have much greater flexibility than others, so that a proposal which cannot be considered under the provisions of one program can often be funded under another.

Preparation of Proposals

While each agency has its own specific form, sequence, inclusions, and procedures for proposals, there are certain constants usually required by all: (a) specific information concerning the requesting organization and individuals to be involved in the program shown on the cover page, (b) a one-page abstract, (c) the objectives of the project, (d) a description of the activities, (e) the procedures of implementation, (f) personnel, (g) facilities, (h) the use to be made of the findings, including dissemination, (i) evaluation procedures and techniques, and (j) a budget breakdown. Appropriate background information and other supporting data about the significance of the project should be included with the proposal.

Recently a uniform proposal format has been accepted for all U. S. Office of Education research projects, regardless of the authorization under which they are funded. Use of this single format gives the applicant freedom to concentrate on the particular activity to be undertaken without having to choose among application patterns. Research proposals must include (a) the standard application form, (b) a one-page abstract, (c) the body section, and (d) personnel and budget items. Within this framework each applicant must state the case for the funding of his activity.

All proposals should reflect cost sharing by the grantee institution. The percentage of institution contribution required varies among different agencies and federal departments and can be satisfied in many ways -- salaries, space, materials, supplies, or administrative costs. Proposals which reflect permanency and the ability of the grantee institution to continue the program after federal funds stop generally receive more favorable consideration than those without this potential.

Individuals developing proposals should discuss their ideas with representatives of appropriate funding agencies for guidance and assistance. A letter of exploration explaining the project should be sent to key contact people to obtain their reactions, comments, and suggestions. Follow-up these letters with personal visits to discuss the program in more detail; develop a brief (five or six page) skeleton of the proposal and send it to the representative of the agency to which it will be submitted before developing the final document for official submission. While this may seem like a time-consumming process, this procedure has been effective and efficient and in the long run has actually saved time and effort for individuals preparing proposals.

Criteria for Evaluation of Proposals

While each agency has its own specific criteria for evaluating proposals and often has special requirements in form, there are several constants sought by all: (a) educational significance, (b) soundness of design or operational plan, (c) adequacy of personnel and facilities, and (d) economic efficiency. Additionally, most are seeking proposals that reflect (a) innovative and (b) exemplary attacks upon the topic or problem of concern. A proposal must be a self-contained document that tells its own story and presents a project of high purpose.

Examples of Funded Projects in Physical Education and Recreation

These examples of funded projects in physical education and recreation for the handicapped are a cross-sectional representation of the great variety of projects that have been supported under the different federal programs. The need and great potential of programs for the handicapped is not in any way reflected in these titles. Those with specific problems and ideas are encouraged to develop them and to contact the personnel at the sites listed for their suggestions, guidance, and recommendations.

Development of Individual Potential of Trainable Retarded Through Physical Education. (Blue Grass Association for Retarded Children, 898 Georgetown, Lexington, Kentucky).

Therapeutic Recreation for the Profoundly Retarded (State Colony, Woodbine, New Jersey)

Summer Day Camp for Severely Retarded and Multiple Handicapped (Lake County Association for Retarded Children, Gary, Indiana)

Training in Recreation for the Severely and Profoundly Retarded (National Recreation and Park Association, 1700 Pennsylvania Avenue, N.W., Washington, D. C.)

The Development of a Physical Education Program for Trainable Mentally Retarded Children and Young Adults (Opportunity Center School, Birmingham, Alabama)

The Development and Evaluation of Three Types of Physical Education Programs for Educable Mentally Retarded Boys (Boston University, Boston, Massachusetts)

A Summer School Outdoor Educational Program for Culturally Disadvantaged Educable Mentally Retarded Children (University Hospital School, University of Iowa, Iowa City, Iowa)

The Use of Games to Facilitate the Learning of Basic Number Concepts in Pre-School Educable Mentally Retarded Children (Stanford University, Stanford, California)

A Multidisciplinary Student Work-Experience Program in Mental Retardation (The Devereux Foundation, Devon, Pennsylvania)

Camping Program for Educationally Deprived, Emotionally Disturbed Children (Philadelphia Public Schools, Philadelphia, Pennsylvania)

Demonstration Center for Adapted Physical Education (Cateway School District, Pennsylvania)

New Horizon (Alexandria Public Schools, Alexandria, Virginia)

Camp Great Adventure (Springfield Public Schools, Springfield, Virginia)

Educational Broadfront (Ellensburg Public School District 401, Ellensburg, Washington)

SYNOPSIS OF KEY FEDERAL PROGRAMS FOR MENTALLY RETARDED

Mental Retardation Facilities and Community Mental Health Centers Construction Act (P.L. 90-170)*

Provides funds for training, research, and demonstration projects. Title V is the new training and research authority for physical education and recreation personnel in programs for the handicapped. The provisions of Title V (P.L. 90-170) include:

Section 501	". . . grants to public and other nonprofit institutions of higher learning. . ." ". . . to assist them in providing professional or advanced training for personnel engaged or preparing to engage in employment as physical educators or recreation personnel for mentally retarded and other handicapped children or as supervisors of such personnel, or preparing to engage in research or teaching in fields related to the physical education or recreation of such children."
Section 502	". . . grants to States, State or local educational agencies, public and nonprofit private institutions of higher learning, and other public or nonprofit educational or research agencies and organizations, . . ." ". . . for research or demonstration projects relating to physical education or recreation for mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children. . ."

---

* Note: At the present time funds have not been appropriated for implementing this Title. However, individuals and agencies interested in making application for funds under Title V should develop their proposals since they can still be considered under already existing legislation in various units of the Department of Health, Education, and Welfare. Undoubtedly, proposals in various stages of processing under other titles will receive immediate consideration when funds become available for Title V.

National Defense Education Act

Provides funds for a variety of activities including equipment, supplies, and training. Under certain titles for training are provisions for scholarships, fellowships, and traineeships. Of particular interest is Title VI, authorizing loans for professional preparation and training. Under the conditions of this Title, individuals who go into work with the handicapped can receive forgiveness for the total amount of their loan after seven years (15% per year).

Education Professions Development Act

The purposes of the act are to be met by developing information on present and long-range needs for educational personnel, by attracting a greater number of qualified persons into the profession, by attracting persons from other professions and vocations to undertake short- or long-term assignments in education, and by helping make educational personnel training programs more responsive to the needs of the schools and colleges.

Hospital Improvement Program and Hospital In-Service Training Program

Provides grant support to state institutions for the mentally retarded for the purpose of upgrading the quality of care provided and the training of personnel who provide such care. Part of these funds may be used for the salaries of physical educators and recreation and activity therapists, and training for them.

CONTACT PEOPLE AND ADDITIONAL SOURCES OF FUNDS AND INFORMATION

Although there are frequent changes in personnel, organizational structure, and telephone numbers, a current listing of key contact people in selected federal departments, divisions, and committees follow:

Bureau of Education for the Handicapped (Office of Education, Department of Health, Education, and Welfare) Regional Office Building, 7th and D Streets, S.W., Washington, D. C.

Mr. Lee Ross, Public Information Officer, 962-1478

Dr. James Moss, Director, Division of Research, 963-7695

Dr. Frank Withrow, Director, Division of Educational Services, 962-5022

Dr. Leonard J. Lucito, Director, Division of Training Programs, 962-1865

Dr. Max Mueller, Chief, Projects and Program Research Branch, 963-7695

Dr. George Olshin, Chief, Research Laboratories and Demonstration Branch, 963-7695

Dr. Harold Heller, Coordinator, Mental Retardation Branch, 962-6069

Dr. Bobby Palk, Specialist, Mental Retardation Branch, 963-4598

Secretary's Committee on Mental Retardation (Department of Health, Education, and Welfare) 330 Independence Avenue, S.W., Washington, D. C.

Mr. Wallace Babington, Special Assistant to the Assistant Secretary for Family and Individual Services and Chairman of the Secretary's Committee on Mental Retardation, 962-1744

Mr. William Baxter, Staff Assistant, 962-0998

President's Committee on Mental Retardation, Washington, D. C., 20201

Mr. David Ray, Executive Director, 963-7851

Mr. Maurice Flagg, Director, Information Services, 963-7778

Social Rehabilitation Services

Division of Mental Retardation, 4040 North Fairfax Drive, Arlington, Virginia

Dr. Robert Jaslow, Director, 557-6135

Mr. William Hillman, Consultant, Therapeutic Recreation, 557-6767

Children's Bureau, North Building, Department of Health, Education, and Welfare, 330 Independence Avenue, S.W., Washington, D. C.

Mr. Rudolph Hormouth, Consultant in Mental Retardation, 962-3798

Rehabilitation Services Administration, North Building, Department of Health, Education, and Welfare, 330 Independence Avenue, S. W., Washington, D. C.

Miss Cecile Hillyer, Chief, Division of Training, 962-1041

Within every state department of education are individuals charged with the responsibility of administering certain federal programs. There are personnel assigned to other state departments and bureaus with responsibility for administering a variety of other programs. These specialists at the state level, as well as those at the regional level, should be contacted for assistance in developing proposals and information about the procedures for submitting them through their offices.

All 50 states still have active planning groups in mental retardation supported under Public Law 89-97. During the last three years comprehensive state plans have been developed to combat the problem of mental retardation within the borders of the 50 states. Some of these states have recreation task force groups as a part of their total state committee. Although the federal funds for this program terminate at the end of the current fiscal year (June 30, 1968), these programs are being continued in some form in most states. In some instances the state is to subsidize the program, in others mental retardation is to be a part of other health or mental health programs, and in a few, the program is to stop. For further information about the overall plan (including its future direction, physical education, recreation, and funding projects and possibilities) contact the director of coordinator of the Comprehensive Plan for Mental Retardation in your state.

Private foundations and service organizations are also potential sources for financial and resource assistance. Civitan Clubs and the Jaycees have taken retardation as their national projects. Many of the local affiliates of both of these organizations participate actively in a variety of programs for the retarded by providing financial assistance, resources of all types, and manpower.

There are other service and civic groups that have assisted in programs for the retarded at the community level although their national group is committed officially to assisting with other handicapping conditions. Lions, Kiwanis, Rotary, Optimist, and the like should not be overlooked as potential sources of assistance. These groups are especially adept at organizing and conducting fund raising activities. Some communities and residential facilities have obtained major pieces of equipment through the redemption of trading stamps (S & H Green, TV Yellow, etc.).

Specific foundations that have assisted in physical education and recreation programs for the retarded are:

Sears Roebuck Foundation, Regional Office, 10301 Westlake Drive, Bethesda, Maryland, Mr. Donald G. Youpa, 469-8500

Joseph P. Kennedy Jr. Foundation, 719 13th Street, N.W., Washington, D. C., 20005, Dr. Frank Hayden, Director of Physical Education and Recreation

Specifically, (a) summer scholarship program for graduate study in physical education and recreation for the mentally retarded, (b) matching funds for assistance in camping programs for the mentally retarded, (c) research grants considered on an individual basis, and (d) demonstration-pilot program grants considered on an individual basis.

PERTINENT PUBLICATIONS

Selected publications are listed for those who seek information and materials about specific programs administered by different departments, bureaus, divisions, and branches of the federal grovernment. Since some of the reports are revised and updated annually, the reader may find valuable information and assistance in earlier editions dated from the mid-1960's.

Catalogs and Other Information Sources on Federal and State Aid Programs: A Selected Bibliography. (Revised Edition) Washington, D.C.: Advisory Commission on Intergovernmental Relations, June, 1967.

In order to assist state and local officials in identifying and selecting Federal and State programs of financial and technical assistance, various Federal, State, and private agencies have compiled catalogs and handbooks of Federal and State aid programs. This bibliography, based on the Advisory Commission on Intergovernmental Relations' library holdings, identifies and describes many of these publications. It includes catalogs published by Federal agencies, organizations of public officials, and State agencies. The State reports include two categories: catalogs of Federal aids to the States, and catalogs of State aids to communities. This bibliography lists handbooks and catalogs which present compilations of program descriptions for broad functional areas, levels of government, and types of recipients. It does not include references to the many individual program descriptions, guides, and handbooks published by administering agencies and bureaus. References to these will typically be found in the catalogs and handbooks listed in this pamphlet.

Community Facilities for the Mentally Retarded. Progress Report: July 1, 1965-June 30, 1966. Public Health Service Publication No. 1181-1-1. U.S. Department of Health, Education, and Welfare. (Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. 30¢.)

This report presents a summary of the early accomplishments under Title I, Part C of P.L. 88-164 (Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963) which authorizes formula grants to states for the construction of public and other nonprofit facilities for the mentally retarded. Included are information on approved projects, persons served, and costs of construction, cross-tabulated by such classifications as type of facility, ownership, type of construction, age grouping, level of retardation, services provided, and size of community.

Financial Assistance Programs in Mental Retardation of the Department of Health, Education, and Welfare. Washington, D.C.: Secretary's Committee on Mental Retardation, Department of HEW, January, 1966. (Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C., 20402, 25¢.)

The financial assistance programs in mental retardation summarized in this publication are those that are administered by the Department of Health, Education, and Welfare, and currently available under existing authority. In most instances these programs are in the form of grants-in-aid to state and local groups for the support of mental retardation activities.

Grant-In-Aid Programs for Research and Related Activities. Washington, D. C.: Division of Research, Bureau of Education for the Handicapped, 1968.

This booklet provides detailed information of program support under the Division of Research, suggestions for proposal development, specific program information, and general application instructions.

The Grant Program for the Preparation of Professional Personnel in the Education of Handicapped Children (OE-35059-A) and *Preparation of Professional Personnel in the Education of Handicapped Children* (OE-35087). Washington, D.C.: U. S. Office of Education, Department of Health, Education, and Welfare.

(The deadlines for submission of proposals under programs described in both of these pamphlets have passed. However, each has certain information that will be helpful in (a) understanding these programs, (b) obtaining lists of colleges and universities participating in these programs according to states, and, (c) definitive guidelines for preparation of proposals.) Funds are available for senior year undergraduate traineeships, graduate fellowships, summer institutes, special study institute traineeships, and program development grants.

Mackie, Romaine. *Opportunities for Education of Handicapped under Title I, Public Law 89-10*. Exceptional Children, May, 1966, pp. 593-598.

P.L. 89-10 and its amendments, P.L. 89-313, provide financial assistance for handicapped children programs. Funds are to be used for assistance for the expansion of existing programs and the initiation of new ones. Sample programs in curriculum adjustment and instruction, identification and evaluation, administration, and inservice training are presented.

Mental Retardation Activities of the Department of Health, Education, and Welfare -- January, 1967. Washington, D.C.: Secretary's Committee on Mental Retardation, Department of Health, Education, and Welfare. (Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C., 20402. 55¢.)

This reports the current mental retardation activities of the Department of Health, Education, and Welfare. Included in this comprehensive report are sections dealing with coordination of mental retardation programs within the Department, up-dating of current legislation on mental retardation, summarizing of mental retardation activities carried out in the Department, and discussing specific activities authorized and administered by bureaus, branches, and sections (e.g., Public Health Service, Office of Education, Vocational Rehabilitation Administration, Children's Bureau, Bureau of Family Services, Food and Drug Administration, Social Security Administration, Administration on Aging, and Surplus Property Program).

Mental Retardation Reports. Copies are available without cost from the Secretary's Committee on Mental Retardation, Department of Health, Education, and Welfare, Washington, D.C., 20201. Among the issues that contain information relative to financial assistance, legislative authorization, and programs are:

August 15, 1966	Abstracts of Mental Retardation Research and Demonstration Projects in Social Welfare and Related Fields.
August 22, 1966	University-Affiliated Facilities for the Mentally Retarded.
January 6, 1967	Abstracts of Mental Retardation Research and Demonstration Projects.
January 27, 1967	Abstracts of Children's Bureau Mental Retardation Research Projects.
February 10, 1967	Progress on Mental Retardation Research Centers and University-Affiliated Facilities.
May 31, 1967	Recreation Programs for the Mentally Retarded.
June 30, 1967	New Mental Retardation Publications.
August 1, 1967	Residential Care for the Mentally Retarded - A Review of Activities of the Department of Health, Education, and Welfare.

Programs for the Handicapped. On August 14, 1967, this publication replaced *Mental Retardation Reports* from the Secretary's Committee on Mental Retardation. Copies are available without cost.

August 14, 1967	Abstracts of Mental Retardation Research Projects Funded by the Vocational Rehabilitation Administration.
November 21, 1967	Training of Professional Personnel in the Field of Mental Retardation.
December 21, 1967	Mental Retardation Amendments of 1967, Public Law 90-170.
January 12, 1968	The Social Security Amendments of 1967 and The Elementary and Secondary Amendments of 1967.

New Training and Research Authority for Physical Education and Recreation Personnel. Washington, D.C.: Public Information Office, Bureau of Education for the Handicapped, Department of Health, Education, and Welfare, Regional Office Building, 7th and D Streets S.W., Washington, D.C., 20202.

This mimeographed pamphlet is a summary of the new Title V (Training of Physical Educators and Recreation Personnel for Mentally Retarded and Other Handicapped Children) of Public Law 90-170, the Mental Retardation Amendments of 1967 to the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963. Information is included about authorizations, expression of need, and general information about the progress of legislation for the mentally retarded.

The Organization of the Bureau of Education for the Handicapped. (November 30, 1967). Washington, D.C.: Public Information Office, Bureau of Education for the Handicapped, Department of Health, Education, and Welfare, Regional Office Building, 7th and D Streets S.W., Washington, D.C. 20202.

The organization, structure, and function of the three divisions of the Bureau are presented. The mission of each division and that of each of its branches is outlined. Division of Research (Projects and Program Research Branch, Research Laboratories and Demonstration Branch, and Curriculum and Media Branch); Division of Training Programs (Mental Retardation Branch, Communication Disorders Branch, and Special Learning Problems Branch); Division of Educational Services (Aid to States Branch, Media Services and Captioned Films Branch, and Project Centers Branch), along with the organization and function of the Office of the Associate Commissioner, are all summarized. A most valuable inclusion are organizational charts (complete with the names of the different directors, chiefs, and specialists) of the Bureau and each of its divisions.

Current Legislation - Elementary and Secondary Education Act (November 30, 1967); and 1967 ESEA Provisions for the Handicapped (December 20, 1967): Washington, D.C.: Public Information Office, Bureau of Education for the Handicapped, Department of Health, Education, and Welfare, Regional Office Building, 7th and D Streets, S.W., Washington, D.C. 20202.

These mimeographed pamphlets summarize legislative authorizations of programs for the handicapped under the Elementary and Secondary Education Act as amended by the 90th Congress.

Education of Handicapped Children and Youth. A Conference Report: Possibilities and Plans Under the Provisions of Title I, Elementary and Secondary Education Act of 1965. (OE-35081). Washington, D.C.: U. S. Department of Health, Education, and Welfare, Office of Education, August 1965.

This conference was called to explore the possibilities for education of handicapped children under the provisions of Title I of P.L. 89-10. Title I is designed to bring better educational opportunity to children in areas where there are concentrations of families with low income. A major purpose of this conference was to bring together examples of projects currently being planned and to develop possibilities for still others. Specific recommendations made by the conferees and outlines of suggested projects are a part of this report.

Programs for the Handicapped: Mental Retardation Grants. Part I, Construction, Training and Other Grants (Fiscal Year -- 1967) Number 67-14. Washington, D.C.: U. S. Department of Health, Education, and Welfare, September 1967. (Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C., 20402. 40¢)

This booklet is Part I of a two part publication which lists mental retardation grants awarded by the Department of Health, Education, and Welfare in fiscal year 1967 (July 1, 1966 to June 30, 1967). This volume includes primarily those grants awarded in the general areas of training and construction. A category of other is included for those grants not falling within the two previous designations. The grants are arranged by category within the respective states. Part II contains grants awarded for research and demonstration projects.

Note: The March 1968, issue of Exceptional Children (NEA) is to be devoted to the organization and program of the Bureau of the Education for the Handicapped.

PROGRAMS IN ACTION

FEDERAL ASSISTANCE FOR THE IMPROVEMENT AND EXTENSION OF HPER PROGRAMS[1]

Elsa Schneider
Comprehensive Program Manager for
Health Related Activities
U. S. Office of Education

For several days you have heard success stories. You have heard about "old" and new federal programs that make fairly large sums of money available to state and local school systems, colleges, and universities. In a sense, dreams can now be realized. Support is available for curriculum development, for providing a variety of services, for improving the learning environment, for adding staff (administrators, teachers, aides) for professional development, for recruitment and training, for interchange of ideas and comprehensive planning, for research, and so on. All of us know, however, that it takes more than money to truly upgrade programs. The times call for a new kind of teamwork--a partnership of state department, school, college, university, and community personnel. This may require a rearrangement of priorities in the use of energy, talents, and time. In reading about the examples of HPER projects that have been funded, I am sure you will understand why I am stressing the importance of dynamic teamwork and cooperative approaches in building new programs.

Speaking of priorities, may I suggest that professional preparation programs may need revision in some instances in order to give future teachers and leaders experiences in their college years that will prepare them to work effectively and imaginatively in the schools and communities of today and tomorrow. This is the time to examine the traditional, to experiment, to expand, to use the findings of demonstration and research, to trek new paths.

Although it is not possible here to describe all the federally funded programs in HPER, some representative examples follow.

ELEMENTARY AND SECONDARY ACT OF 1965, TITLE I

Title I provides more than $1 billion to local education agencies for special educational programs in areas having high concentrations of children from low income families. Each local education agency makes its own plan for upgrading the education of deprived children and submits it to the state for approval or disapproval. State agencies only have to assure the Office of Education that federal funds will be spent on projects meeting restrictions of the Act. The Office of Education does not approve projects.

The states were asked to identify needs that could be reached with Title I funds. More than 120 were identified. To reach these needs, projects were concerned with 12 major areas, one being health and welfare services.

---

[1] The following material was submitted by Miss Schneider especially for inclusion in this report.

In fiscal year 1966, $22.3 million or 2.3% of the total funds, were for health services for disadvantaged children. An average of $11.15 per child was expended and one third of all projects--more than 7,000--had a health component as an integral part of the overall compensatory education program. Of the more than 2 million children who received health services, 196,000 were in kindergarten and first grade, 1.2 million in grades 1-6, and 586,000 in grades 7-12.

Nearly 5,000 nurses, 1,000 physicians, and 800 dentists were employed by the schools with Title I funds. A further detail of interest, is that in the 32 big cities, 30 physicians, 20 dentists, and 240 nurses were employed.

In fiscal year 1966, $24,201,750 was expended for physical education and/or recreation. Expenditures by grade span were $1,202,300 (5%) for pre-kindergarten and kindergarten; $14,932,700 (61.7%) for grades 1-6; and $8,066,750 (33.3%) for grades 7-12. The average expenditure per child was $15.25. Approximately 1, 587,300 children participated in these programs: 79,200 (5%) pre-kindergarten and kindergartern; 979,100 (61.7%) grades 1-6; and 529,000 (33.3%) grades 7-12.

Health

Health and Nutrition for the Culturally Disadvantaged
California, Caruthers, Union High School

A school nurse will be employed to provide counseling and guidance to pupils and their parents in an effort to eliminate or minimize student health problems that interfere with effective learning. The full-time nurse will work with the attendance officer to give aid to families in improving health conditions in their homes, planning nutritious meals, and obtaining appropriate medical and dental care. Effectiveness of the program will be based on attendance records, pupil and parent questionnaires, comparison of dropout rates of students in the program, and the nurse's evaluation. Approximately 94 high school students will be served.

Meeting the Physical Needs of the Culturally Deprived Children in the High Priority Schools of This Area That Are Not Being Met Through Other Programs
South Carolina, Rock Hill, York County School District

The physical needs of approximately 1,000 children, grades 1-12, should be met by a program of school lunches, clothing, and medical and dental attention. A social worker will work with administrators, teachers, and parents to determine specific needs and to follow up on services provided. The social worker will make home visits and counsel parents, work with parent-teacher organizations to set up a clothing "bank," and transport children for dental and medical care. An automobile will be purchased for the use of the social worker. Evaluation will be based on the qualitative and quantitative data obtained.

Higher Incentive Project-Improvement of Incentives and Attendance Patterns for Educationally Disadvantaged Children in Low Income Areas
Minnesota, Minneapolis, Public School Special School District 1

Counseling and individual guidance will be given to students with patterns of absenteeism, low academic performance, and behavior problems in a preventive effort to reduce absenteeism and dropout rates. A home visitor will be employed to involve parents in visiting the school and helping their children in the problems affecting school attendance. A social worker will provide group counseling for pupils and parents on problems relating to attendance. The social worker will also conduct group sessions for the school staff to help them understand and fulfill their responsibilities in the promotion of better school attendance. A health and welfare aide will be employed to free the home visitor and social worker from routine clerical activities. Program effectiveness will be measured through attendance records, dropout statistics, attitude inventories, individual case studies, and a time study of the professional worker's day. Approximately 21,000 public and nonpublic school students in grades K-12 will be served.

Emphasis-Summer Supplemented Programs
Minnesota, Pierz, Independent School District 484

A summer program will offer such activities as remedial reading, health services, guidance and counseling, kindergarten, fine arts, and speech therapy to approximately 198 public and 218 nonpublic school students, grades K-12, plus 75 out-of-school, high school age youth. The program will emphasize individual and small-group instruction. A speech clinician will be hired to provide corrective and therapeutic services for speech-handicapped children. Evaluation will be based on standard basic skills tests and teacher and parent critiques.

Post-Kindergarten Teachers
Maine, Bangor, Superintending School Committee

A program will be offered for students who have finished kindergarten but are not ready for first grade. The program will include reading readiness and art activities, number concepts, social development, and physical activities for approximately 30 children. Audiovisual aids, field trips to community and civic enterprises, social activities, physical examinations, a supervised cleanliness program, and speech training will also be included. Evaluation will be based on readiness tests and teacher observations.

Summer School Program for Educationally Deprived Children
North Carolina, Rutherfordton, County Board of Education

An 8-week summer school will be offered to approximately 2,500 students, grades 1-12, and preschoolers. It will include a readiness program for preschoolers, an academic program for the other students to improve achievement in reading, writing, speaking, and listening, plus cultural enrichment programs, including music, art, and field trips. Physical education will be offered and an effort will be made to identify and correct physical defects that interfere with learning. The students will also be given guidance and counseling on personal, social, and education problems. Breakfast and lunch will be provided. Inservice training will be given to the teachers to help them understand and work more effectively with the students. Parent participation will be encouraged, especially in field trips, which should improve school attendance, reduce dropouts, and raise student academic achievement. Tests, questionnaires, records, and teacher observations will be used for evaluation purposes.

Project for Improvement of Instruction in Language Arts, Social Studies, and Health and Physical Education
Florida, Chipley, Washington County Board of Public Instruction

Audiovisual aids, reading machines, television, newspapers, magazines, and other instructional materials will be provided to improve instruction in language arts, social studies, art, music, health, and physical education. Teacher, secretarial, and library aides will be employed to free teachers for individual instruction. In addition, free lunches, a breakfast program, additional doctor and nurse services, and a full-time nutritionist will be provided. Approximately 1,300 children in grades K-12 will be served. State consultants will evaluate the music and art program. Standardized tests, teacher-made tests, and the Iowa test of basic skills will be used to evaluate the programs in literature, reading, English, and social studies. Health records, physical fitness tests, and teachers' observations will determine effectiveness of health and physical education programs.

Reading and Arithmetic Skills and Related Supplementary Service
Michigan, Marion, Public Schools

Remedial reading and arithmetic will be given to approximately 73 public school students, grades K-9, during the summer. Supplemental services will also be provided and will include psychological consultation, library services, correction of health defects, lunches, transportation, and physical education. Inservice training will be given to teachers by a reading and arithmetic consultant. Teacher aides will be employed to assist with instruction, act as assistants in the library, and help supervise on field trips. Evaluation will be based on tests before and during the program and observations by administrators, teachers, and parents.

Program for Better Education of Underprivileged Children in the Avinger Public Schools
Texas, Avinger, Independent School District

Approximately 10 preschool children and 120 students, grades 1-12, will participate in a program to provide remedial reading, speech, and language instruction, expanded library services, free lunches to qualifying students, educational experiences for preschool children, and health services. Teachers, teacher aides, and library aides will be employed to conduct the program. The library services and materials will be available to both students and parents. Parents will be counseled in the proper nutritional and health care of their children. Evaluation will be based on tests, health and library records, and teacher observations.

Project to Raise the Achievement, Health, Nutritional, Attitudinal, and Behavior Levels of Disadvantaged Children of East Chicago
Indiana, East Chicago, City School District

A multi-purpose project will include a supplementary hot lunch program; supplemental health services; extension of social work services, special services, and business and vocational-education; a work-study program for mentally retarded youth; a parent-education pilot project; a music and art enrichment program; supplementary audiovisual instructional supplies and services; expansion of the primary-grade testing program; and a curricular revision in primary arithmetic. Seminars in science and humanities will provide additional learning opportunities for gifted students. Neighborhood youth corps enrollees will be used to explain the lunch program to parents, escort younger children to the school cafeteria, and serve as cafeteria service workers. Approximately 200 private school and 1,050 public school students, grades K-12, will participate.

New and Expanded Instructional and Pupil Supportive Services
Kentucky, Paducah, Independent School District

New and expanded instructional and supportive services will be offered in six general areas. (1) Instructional resource centers will be established in each project school and equipped with books, equipment, materials, and instructional supplies. (2) Teacher aides will be hired to relieve teachers of clerical and administrative duties. (3) Guidance counselors and home-school coordinators will be hired to assist students with educational and personal problems and to help parents understand school programs. Free lunches, clothing, and medical care will be provided when needed. (4) A coordinated physical fitness program will be offered in elementary schools and health services will be provided by a school nurse who will test children and make referrals to doctors in certain cases. (5) Cultural enrichment programs will be offered, including music and art instruction. (6) Basic instructional procedures will be reorganized and courses of study developed to better meet the needs of students. Specialists will be employed in language arts, mathematics, social studies, and science. Approximately 1,271 public school and 75 private school students, grades 1-12, will be served. Private school students will be invited to use the resource centers, libraries, and instructional equipment and to participate in music classes. Evaluation will be based on standardized tests, teacher questionnaires, attendance, dropout rates, health records, counselors, interviews, physical fitness, and statistics related to use of resource facilities.

Revision of Public Health and Welfare
South Carolina, Conway, Morry County Board of Education

A health and welfare program will provide the following personnel and services to approximately 7,950 students, grades K-12: free lunches; medical and dental examinations and treatment when recommended by medical authorities; basic clothing for extreme cases--approximately 2,000 students-- as determined by teachers, welfare personnel, principals, and attendance supervisors; basic textbooks, school materials, and fees; ten school nurses to work with schools and homes; visual and hearing tests provided by volunteer workers from civic organizations; two physical education teachers, a speech therapist, and a school psychologist. Approximately 8,950 students comprise the elementary and secondary school population.

Physical Education

Project VI Physical Fitness Project for Educationally Deprived Youth, Grades 9-12
California, Hayward, Unified School District

A physical fitness program will provide insurance, health examinations, gym clothes, and athletic equipment to improve the well-being of approximately 140 students in grades 9-12. The program should help the students improve their self-image, identify and correct postural deviations or deficiencies, and develop muscles, especially those of the upper body. Photographs and a silhouette screen will be used to improve posture. Weights, climbing ropes, bars, and balance beams will be used for muscular development. Evaluation will be based on physical performance tests, posture pictures, a comparative analysis of an individual's records, and grip and push-pull measurements.

Summer Kindergarten Program
Rhode Island, Johnston, Public Schools

A 6-week summer kindergarten program will provide counseling services, health examinations, and preschool training for approximately 142 children. The main objective is to orient the students and help them adjust to school. The program will include language experiences through listening, retelling stories, and dramatizing; reading; arithmetic instruction, including the counting and grouping of numbers and the meaning of numbers; science through nature walks; music; physical education; and art, including drawing and creative, constructive activities Parents will be encouraged to serve as teacher aides. Other aides may be enlisted from nearby colleges. Inservice training will be given to teachers, teacher aides, and specialists, including a guidance counselor, a clinical psychologist, and a nurse. A four-day staff evaluation will follow the program, based on standardized tests, teacher-made tests, teacher observations, check lists, and teacher conferences with students and parents.

Improvement of Individual Concept of Worth and Dignity in Disadvantaged Youths, Grades 1-12
Florida, West Palm Beach, Palm Beach County Board of Instruction

A four-part program will serve approximately 5,520 students, grades K-12 The program will include mobile diagnostic centers, mobile reading centers, a community physical education program, and a vocational program Psychometrists and additional psychologists will be hired to staff the mobile diagnostic centers to provide individual appraisals of students who have learning, social, disciplinary, or emotional problems. The specialists will identify attitudinal and other subjective factors which may interfere with learning and help each student develop a wholesome self-concept. Teachers and parents will be counseled on how to help the students. The reading centers will offer individual and small-group remedial instruction in reading to students, grades 3-12, and will use multi-level and multi-sensory teaching approaches. The community physical education program will include such activities as intramural games, movies on health, and rhythmic exercises for students, grades K-12, after school and on Saturdays. The vocational program will provide the necessary materials and supplies free of charge. All four programs will be evaluated on the basis of student participation and progress.

Summer Physical Fitness Program
Ohio, Rutland, Meigs Local School District

A summer physical fitness program will be offered to approximately 103 students in grades 6-11. The program will serve all students who are physically underdeveloped. Students will be given physical fitness tests. Efforts will be made to correct as many physical defects as possible in the physical education classes. Referrals will be made to physicians for further medical help when necessary. Emphasis will be given to developing motor fitness, building stamina or muscle endurance, and developing body balance, strength, rhythm, timing, and overall body mechanics. Students will be given special exercises, depending on individual needs. Such equipment as mats, sidehorses, parallel and horizontal bars, trampolines, weights, and a peg climb will be purchased. Test scores from the beginning and end of the program will be compared for evaluation purposes.

Saturday Morning Cultural, Recreational, and Health Program
Ohio, Franklin Furnace, Green Local School District

A Saturday morning cultural, health, and recreational program will provide instruction in music and dancing, health and grooming habits, arts and crafts, and individual and team games. A graduate nurse will examine pupils for physical defects which may affect academic achievement and physical well-being. Approximately 403 students, grades 4-12, who have received two or more failing grades in regular classroom work will attend the program. Evaluation will be based on physical fitness tests and on a comparison of first and second semester grades.

Accented Instruction Project
Texas, Palacios, Independent School District

Intensive instruction will be given in language arts and mathematics and expanded services will be provided in the areas of guidance, health, music, art, and physical education. Instructional materials and equipment will be purchased to supplement school programs and to supply an instructional materials center. Health services will consist of examinations and corrective services, meals, and clothing where needed. Field trips will be scheduled for enrichment purposes. Approximately 450 students, grades 1-12, will be served. Evaluation will be based on tests, staff observations, and student-parent questionnaires.

TITLE III

Title III of the ESEA provides funds to local school districts for the establishment of supplementary educational centers and the provision of supplementary centers which are innovative in nature. As of November 1967 (report of Analysis Unit, DPSC, December 5, 1967), 101 Title III projects involving health education, health services, mental health, and safety education had been funded, at a cost of more than $11 million. In some instances, there is provision also, for physical education and/or recreation. Among these are the following:

Health, Physical Education, Recreation

Health Education and Health Occupational Training
Georgia, Atlanta, Atlanta Board of Education

Students will be provided with personal educational experiences in hospitals to strengthen the health component in curriculums at the secondary level. Health agencies will be involved in the teaching of health programs, and the guidance programs will emphasize all types of careers related to health.

Spring Hill Community Educational Center
Indiana, Jeffersonville, Jeffersonville City Schools

An educational center will offer supplemental and improved services to all segments of the community through remediation, guidance counseling, adult education, health and nutrition education, aesthetic experiences, and library resources.

Instructional Television

Maine, Augusta, Agency for Schooling of Children in Unorganized Territory

Educational television will be used to improve health education instruction for 8th grade pupils in the Unorganized Territory Schools of Maine.

A Meaningful School Health Program

New Jersey, New Brunswick, New Brunswick Board of Education

City health officials, school health personnel, medical groups, and two colleges will cooperate in planning a learning center designed to improve the health education of all children, grades K-9. Supplementary areas of diagnosis, identification, remediation, referral measures, advisory services, and parent contacts will be involved.

MG - Family Life - Health Curriculum Workshop

Rhode Island, Warwick, Warwick School Department

A family life education course will be planned. Concepts, educational procedures, and a teaching guide on family life education for grades K-12 will be developed.

More recently approved projects include the following:

The Forum - Seminar in Contemporary Social and Cultural Issues

New Jersey, Hillsdale

A supplementary curriculum program will be designed to provide high school students an opportunity to discuss and become better informed about contemporary sociocultural issues (e.g., civil rights, urbanization, early marriage, alcohol and narcotics addiction, etc.). Audiovisual and resource materials will be used. Qualified speakers will address and lead discussion groups.

Innovative Solution for Drug Misuse

California, Coronado

Selected high school students will work with professional educators to plan and develop a program aimed at eliminating the misuse of drugs by teen and preteen students. Cultural values of teenagers, behavior leading to misuse of drugs, and ways in which people are influenced by advertising with regard to drug usage will be researched. Curriculum materials and a realistic education program about drugs and their effects will be developed.

Physical Education Center

Florida, Ocala, Marion County Board of Public Instruction

A physical education center will be planned to provide health and physical training programs for the schools and the community. Center personnel will demonstrate new equipment and programs for the mentally and physically handicapped. The center will serve all public and private schools in a five-county area.

Cultural and Physical Development Program for Students and Adults

Louisiana, Greensburg, Saint Helena Parish School System

Physical education specialists will design a health and recreation program to provide deprived students and adults in an isolated, rural community with experiences in health education.

Cooperative Project to Provide Supplemental Services to a Group of Elementary and Secondary Schools of New Mexico

New Mexico, Santa Fe, Board of Education of the City of Santa Fe

An education services center for central and northern New Mexico will provide for curriculum development in reading, vocational education, and health and physical education; an instructional materials laboratory; audio-visual equipment; and library, industrial arts, and science mobile units. Psychological services will include guidance and counseling; testing and test scoring; programed learning; research; and speech therapy. The center will also offer music and cultural programs, special education, a planetarium, adult education, and data processing. Twenty-six school systems now affiliated in the Council will make use of the center as a facility and clearinghouse for cooperative educational activities. Number of persons to be served: 131,000 elementary and secondary school students; 3,500 school staff members; 9,500 preschoolers; and 30 adult students.

Planning a Supplementary Educational Center for Continuing Services with Pilot Projects and Operational Programs for Western South Dakota

South Dakota, Rapid City, Douglas Independent School District No. 3 of Pennington and Meade Counties, South Dakota

The administrators and special personnel of 18 independent rural and urban school districts will plan cooperatively for a supplementary educational center in western South Dakota. Five pilot projects in electronic data processing, telephone communication systems, health and physical education, a mobile remedial reading classroom, and inservice training for county superintendents and staff will be operated.

Project QUEST: New Designs for Innovative Approaches to Health Instruction Through Interdistrict Planning

California, Los Angeles, Los Angeles County Superintendent of Schools

Five unified school districts will cooperate in a program for the improvement of curriculum planning and health education in the subject areas of prevention of disease and disorders; stimulants and depressants; nutrition; consumer health; safety and first aid; environmental health; mental and social health; growth and development; sex education; and family life education. The plan provides for developing sequential programs for grades K-12.

Neighborhood Educational-Cultural Centerette for Young Children

Florida, Miami, Dade County Board of Public Instruction

A children's center will be established with educational, social, recreational, guidance, and health services, to coordinate a program designed to accelerate the physical, emotional, and educational development of children during their formative years.

Health Services

A Comprehensive Educational, Recreational, and Service Program for the Community

Illinois, Wheeling, Community Consolidated School District No. 21

Educational, recreational, and community services in a consolidated school district will be combined to provide the total community with benefits often restricted to specific age or income groups. School dropouts, senior citizens and persons with mental and physical health needs will receive particular attention.

Investigation of the Significance of Perceptual Motor Development on Academic Achievement
Michigan, Madison Heights, District No. 4, Lamphere Public Schools, Oakland County

Early identification and diagnosis of underachievers who have visual, auditory, and perceptual motor disabilities will be explored. A perceptual motor program which can be implemented in the classroom will be developed.

Safety Education

Continuous Learning Experiences at Rochester
Pennsylvania, Rochester, Rochester Area School District

To improve the total instructional program of the district, a nongraded structure will be introduced at the primary level; team teaching will be instituted at the intermediate and high school levels, in the sciences, social studies, mathematics, and literature; and health and driver-education programs will be started at the high school level. A nongraded high school program will be tried on a limited scale.

Educational Curriculum Service Center
West Virginia, Webster Springs, Webster County Board of Education

Specialists will be employed in the areas of social studies, guidance, and safety education. These specialists will assist the teachers in making better use of the equipment and materials that are presently available in the classroom and in making better choices in future purchasing.

School and Community Participation in Sex and Family Education
Massachusetts, Bedford, Bedford Public Schools

A sequential sex and family education program, grades 1-12, will be developed to include the establishment of a coordination center with a library of audiovisual aids and other materials on family living. Inservice education will be provided for teachers and a correlated parent education program will be designed. The program will serve as a model for other school systems and will provide consultant help to other districts.

Individualized Programed Instruction in Preparation for Parenthood as a Unit in Family Life Education
California, Stockton, Stockton Unified School District

A program of individualized instruction to prepare students for parenthood and family life will be designed for grades 6, 8, and 10. Emphasis will be placed on developing constructive attitudes toward family life, teaching biological facts of reproduction, and teaching basic responsibilities of the individual in society. Schools in a five-county area will participate in the program

As of September 1967, there were 34 PACE projects in twenty-two states costing $2,849,576 that dealt mainly with physical education activities. Examples of these follow:

Aspen Total Exposure Program

Colorado, Aspen, Aspen School District No. 1

A model secondary curriculum is to be developed around the theme of a greater self- and social-awareness and an increased desire and ability to improve self and society. The program is to include flexible scheduling and the gradation of school experiences into levels of performance criteria rather than blocks of time. All students would be exposed to the total curriculum at the basic levels and would have opportunities for independent study. To be implemented in September, the curriculum is to be designed by the project director, eight faculty members, and eight recognized specialists from these subject areas: social and behavioral science, mathematics, physical science, communications, humanities, performing arts, physical development, foreign languages and culture. Estimated number of persons to be served are: 240 secondary school students and 20 teachers.

Area Cultural-Education Center

Florida, Lake City, Board of Public Instruction, Columbia County (in cooperation with Baker, Dixie, Gilchrist, Union, and Suwanee Counties)

A group of six small counties in northern Florida have joined together to submit a proposal to plan a center for art, music, and physical education at Lake City Junior College, which would supply a variety of supportive services to schools in the six counties.

Program of Outdoor Education - A Cultural and Education Summer Program for Entering Seventh Grade Pupils in the Twenty-two Southern Counties of Idaho

Idaho, American Falls, American Falls School District No. 381

An outdoor education program for entering seventh grade students in 22 counties will be undertaken to facilitate the transition from the elementary classroom to junior high school. Activities will include science, physical education, fine arts, and history programs and experiences in community living and majority rule. Fifty-nine school districts will participate.

Pilot Health, Physical Education and Recreation Demonstration Centers

Iowa, Keosauqua, Van Buren Community Public School System

Physical education curriculum in elementary schools will be established through pilot health, physical education, and recreation centers in the schools, supported by team teaching.

Development of a Curriculum Model of an Exemplary Program in Physical Education, K-12

Michigan, Battle Creek, School District of the City of Battle Creek

A model physical education curriculum will be designed; an interdisciplinary approach using the resources of the Battle Creek Public Schools and Michigan State University will be used.

Optimum Fitness for all (OFFA)

New Jersey, Oakhurst, Township of Ocean Board of Education

All students in grades K-12 will be tested to determine their physical status and potentialities so that an activities program can be designed to meet the needs and interests of each child.

Cooperative Project to Provide Supplemental Services to a Group of Elementary and Secondary Schools of New Mexico
New Mexico, Santa Fe, Board of Education of the City of Santa Fe

An education services center for central and northern New Mexico will provide for curriculum development in reading, vocational education, and health and physical education; an instructional materials laboratory; audiovisual equipment and library, industrial arts, and science mobile units. Psychological services will include guidance and counseling; testing and test scoring; programmed learning; research; and speech therapy. The center will also offer music and cultural programs, special education, a planetarium, adult education, and data processing. Twenty-six school systems now affiliated in the Council will make use of the center as a facility and clearinghouse for cooperative educational acitivites. Number of persons to be served: 131,000 elementary and secondary school students; 3,500 school staff members; 9,500 preschoolers; and 30 adult students.

Translation of Research Into an Optimum Physical Education Program
Oregon, Medford, Medford School District No. 5490

A growth and development study of boys in the 7-18 age group has been in progress in two school districts since 1956. During that time, numerous interrelated factors, including maturity, physique types, body dimensions, and muscular strength, have been tabulated. Analysis and application of these data are proposed for the boys physical education programs in the two districts.

Demonstration Center for Modified and Adapted Physical Education Utilizing Existing Minimal Facilities in Elementary Schools
Pennsylvania, Monroeville, Gateway School District Board of Education

A program of physical education, including the use of mobile equipment in the classroom, will be initiated in the public and nonpublic elementary schools.

Speed II - Summer Program for Enrichment and Educational Development
Virginia, Abingdon, Washington County School Board

A six-week summer program open to all county preschool and elementary pupils will be conducted in conjunction with an inservice training program for teachers. The program will provide a nongraded curriculum in mathematics and language arts, and will offer health services, physical education, and enrichment through music, drama, art, crafts, and field trips.

More recently approved projects include the following.

Smoky Mountain Cultural Art and Development Program
North Carolina, Sylva

An extensive program will be developed to aid culturally deprived students in grades 1-12 in an Appalachian area. A service research center will assist teachers in presenting a course of study in music, art, dance, and drama through the use of audiovisual materials, varied art media, and performing artists.

Action - Interaction Curriculum
Colorado, Commerce City

Curriculums will be designed to "sketch" K-12 students by increasing their confidence and ability to meet challenges, overcome difficulities, tolerate frustrations, abide by regulations, measure up to their capacities, accept responsibility, and show concern for their fellow man. Special projects, such as avalanche rescue and skiing, cheerleading, first aid, Indian lore, spelunking, and "good Samaritan" training, will be included along with academic training.

TITLE IV - ESEA - EDUCATIONAL RESEARCH AND TRAINING

Examples of completed research studies that may be of special interest to the profession are the following.

Completed Research - Dance (ERIC Resume)

A Conference on the Role of Dance in Formal Education - UCLA

A Collection of Ethnic Dances for Use in Elementary and Secondary Schools - UCLA

A Comprehensive and Gradual Curriculum in Dance Training for Secondary Schools - Pennsylvania State University

Development of a Course Consisting of Historical Materials for Teaching Dance History at the College Level - Ohio State University

The Development of Guidelines for Classifying and Writing Abstracts of Dance Research - New York University

Completed Research - Physical Education (ERIC Resume)

Improvement of Motor Development and Physical Fitness in Elementary School Children - University of Wisconsin

A Survey and Comparison of Youth Fitness 1958-1965 - University of Michigan

Relationship between Physical Performances of School Age Children and Teenagers, Heights and Weights - Minnesota State Department of Education and others

A Comparative Study of the Effects of Isometric Training on the Physical Fitness of Male Youth - Oklahoma State University, Stillwater

Program Development for Research in Physical Education and Graduate Research Training in Physical Education - Pennsylvania State University

Resistance Exercises in the Development of Muscular Strength and Endurance - University of Texas

A Study of Different Cultural Patterns Implications for Physical Activity - University of Wisconsin

Effects of Ortho-Kinetic Segments upon Motor Responses of Normal Male Students - University of Texas

Completed Research - Recreation (ERIC Resume)

The Development of a Physical Education Program for Trainable Retarded Children and Young Adults - Opportunity Center School, Birmingham, Alabama

The Effect of Mental and Physical Rehearsal on the Learning of Two Gross Motor Skills - Temple University

Leisure Time Activity Interests of Teenage Youth in the Washington Metropolitan Area - University of Maryland

Basic Tables for the Study of Leisure Time Activity Types in 73,000 Teenage Youth in Washington Metropolitan Area and Flint, Michigan - University of Maryland

Completed Health Related Research (ERIC Resume)

Administrative Patterns Operative in Public School Health Programs - University of Tennessee

Teaching Neuromuscular Relaxation - George Williams College

TV in Health Sciences Education - University of California, Medical Center

Development and Evaluation of a Programing Technique for Relating Frame Difficulty to the Ability of the Learner - Bucknell University

A Conference on New Educational Curriculum for Subprofessional Personnel in Health Services - Massachusetts State Department of Education

Pittsburgh Technical Health Training Institute Demonstration Project - Pittsburgh Board of Public Education

A Comprehensive Project to Develop a Complete Curriculum in the Area of Medical Records Technician - State University of New York, Alfred, New York

Confeeence on Sex Education - Sex Information and Education Council of the United States (SIECUS)

American Association of Junior College, National Health Council, Committee on Technology Education - National Health Council

Division of Adult and Vocational Research Completed Projects

The Identification of Common Cancer in Pharmaceutical Education - Arizona State University

Technical Personnel in Mental Health - National Association for Mental Health

Guidance Counselor Institute for Health Careers - United Hospital Fund of New York

The Feasibility of Systematic Study of Manpower Requirements for Education and Training Programs of Selected Health Occupations - Indianapolis Hospital Development Association, Inc.

Pilot Summer Vocational Teacher Training Institute in Dental Assisting - University of Detroit

The Classification of Educational Objectives, Psychomotor Domain - University of Illinois

TITLE V

Title V of ESEA is designed to strengthen the leadership resources of state education agencies.

Health and Safety Education, Driver Education, Physical Education and Recreation

	Staff		Amount
	Professional	Non-Professional	
1966	11.50	7.20	$138,486
1967	17.00	14.00	296,620

Some examples, initiated in fiscal year 1967, are the following.

Arkansas - Two health and physical education specialists were employed to supervise health and physical education programs in grades 1-12

Indiana - A school traffic safety advisor was employed to assist the Division of Traffic Safety

Maine - The State Department of Education conducted workshops and published a teachers guide to accompany the health education individualized TV program developed earlier with Title III funds

Nevada - Added consultative services for physical education, safety, recreation, and driver education

New York - Curriculum materials for elementary-secondary grades in health

North Carolina - Provide for more effective leadership and supervision in area of school health service (in planning stage)

Pennsylvania - Development of dance and theater curriculum

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

The Community Service and Continuing Education Program authorized under Title I of the Higher Education Act of 1965 also has implications in the fields of health, physical education and recreation. These programs are devoted toward meeting the needs of adults living in our complex urban society, by applying the resources of institutions of higher education, both public and private, to the solution of community problems. States wishing to receive funds under this title designate or create a state agency which is responsible for developing and administering a comprehensive, coordinated, and statewide system of community service programs.

Examples of funded programs that may be of special interest to participants in the Conference follow.

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
Dealing with Health - FY 1967

State & Institution	Project	Description	Federal Funds
Alabama			
Univ. of Alabama at Birmingham	67-005-005	Courses to increase the capabilities of health personnel in northern Alabama communities	$ 13,000
Tuskegee Institute	67-002-011	Develop a pilot project to train clincial assistants to public health nurses in maternal, child health, and public school clinic	4,908
Arizona			
Univ. of Arizona	67-001-004	Conference on control of microbial and chemical contamination in food for governmental and industrial food inspectors	2,368
Northern Arizona Univ.	67-003-017	Courses and consultation to upgrade the skills of registered nurses in isolated rural communities	5,150
Delaware			
Univ. of Delaware	67-003-005	Conference on health and social welfare for professional personnel in public and voluntary agencies	4,000
Univ. of Delaware	67-003-011	One week institute to acquaint registered nurses with the latest trend in maternal and child nursing	2,500
Univ. of Delaware	67-003-014	Training for professionals and sub-professionals working with mentally handicapped children	850
Georgia			
Georgia State Univ.	67-009-010	Courses to upgrade the skills of supervisory hospital and related health care institutional personnel	15,000
Univ. of Georgia	67-012-024	Public health seminars for health officials and elected municipal officers	23,049
Iowa			
Drake Univ.	67-001-005	Conference to stimulate ways and means of cooperative planning and procedures for state and local health executives	1,665

Drake Univ.	67-001-006	Workshops to upgrade the organizational skills of hospital administrators	3,330
Drake Univ.	67-001-007	Seminar for nursing service supervisors and nurses on management functions in hospitals and nursing homes	1,305
Drake Univ.	67-001-008	Workshops for nursing staffs to train them in the procedures of hospital management and supervision	2,790
Univ. of Iowa	67-004-009	Program to inform community pharmacists in pharmaceutical services and needs of a hospital or nursing home	26,476
Univ. of Iowa	67-004-010	Institute to upgrade the skills of administrators in care homes for the elderly	2,653
Iowa State Univ.	67-002-013	Course in basic nutrition for economics teachers and public health nurses	1,446
State Coll. of Iowa	67-003-014	Conference to provide parents of mentally retarded children with a knowledge of special child rearing practices	3,932
Kentucky			
Kentucky State Coll.	67-003-016	Program for the parents of Thorn Hill School children to develop a model for promoting mental health in the school	13,366
Maine			
Univ. of Maine	67-004-003	Seminars to plan and develop ETV programs to educate citizens in the meaning, need and safe use of pesticides	3,604
Massachusetts			
Boston Coll.	67-110-007	Task forces to design educational programs in psychiatry for persons working directly with the aged	14,500
Michigan			
Michigan Technological Univ.	67-007-007	Seminars and workshops for health care professionals and educators to counteract the professional isolation of the Upper Michigan Peninsula	32,104
Northwestern Michigan Coll.	67-085-008	Courses in home health care for financially and educationally deprived women to improve patient and family care	1,030
Missouri			
St. Louis Univ.	67-005-015	A series of courses for nurses, nurse teachers and administrators in the newer concepts of nursing education	2,000

Montana			
Montana State Univ.	67-111-002	A pilot training program for nurses in order to remedy the nursing shortage	9,521
Montana State Univ.	67-111-003	Seminars and consultation services involving legislators, health officials, industry representatives which will disseminate information about the causes and remedies of air pollution	8,000
Univ. of Montana	67-122-002	A program to improve the speech and hearing clinic by providing consistent year-round administration and by providing consultation services to local health workers	13,370
Univ. of Montana	67-122-004	A training course to help nurses, pharmacists, and administrators meet their responsibilities as specified under Medicare	2,725
Nevada			
Univ. of Nevada	67-777-002	A suicide prevention program which will make the services of the crisis center available around the clock to persons in distress	12,002
New Jersey			
Fairleigh Dickinson Univ.	67-002-006	A pilot program to educate economically disadvantaged parents to develop sound health conditions and practices in their homes	30,000
Middlesex County Coll.	67-028-007	Seminars to train registered nurses who serve in industry and education to be audiometric technicians in order to implement an adequate hearing protection program	10,300
Rutgers Univ.	67-004-008	Basic instruction on the sources, effects, and methods of control of air and water pollution for municipal officials	25,000
New York			
SUNY Agricultural & Technical Coll.	67-058-013	Training for the elderly to serve as nurses aides	15,000
North Carolina			
East Carolina Coll.	67-008-013	Two one week non-credit courses to prepare the registered nurse to give complete health services to the general public served by the local health agencies	3,270

East Carolina Coll.	67-008-014	A program, emphasizing "T (training) Group Work," to help the participants (ministers, counselors, personnel directors) to better understand themselves, their values and perceptions and to apply this knowledge in their dealings with people who may be emotionally disturbed	2,562
Western Carolina Coll.	67-014-015	Institutional seminars to equip community consultant leaders with attitudes, knowledge and skills to improve health services and facilities, and community seminars to develop local initiative in action programs designed to promote intelligent development and use of regional health facilities and services	14,804
North Carolina Coll.	67-011-016	Program to determine community health needs and to help poor individuals and families understand and seek solutions to their basic health problems	32,490
Ohio			
Univ. of Cincinnati	67-912-002	A program to give mental health personnel the opportunity to learn more about the organization and implementation of community mental health services	78,352
Ohio State Univ.	67-944-017	A one-day program to upgrade the standards of care within nursing homes, homes for the aged, and small hospitals, by creating a closer working relationship between the administrators of these facilities and community pharmacists	3,968
Oklahoma			
Northern Oklahoma Coll.	67-017-001	A college credit course for members of the community to improve their knowledge and understanding of good mental health	4,690
Poteau Community Coll.	67-032-006	Seminars and lectures on community health to cause individuals and groups to work toward the improvement of health services and health care	3,000
Cameron State Agriculture Coll.	67-012-013	Group sessions to develop within a select group of citizens the capability of dealing with the problems of mental health	11,430
Pennsylvania			
Villanova Univ.	67-094-003	A course to improve the contribution of the registered nurse to the care of the mentally retarded	8,555

Pennsylvania State Univ.	67-060-022	A program to provide authoritative information on identification, biology, and control of pests to commercial control operations	13,022
South Carolina			
Univ. of South Carolina	67-016-001	Radio, TV, and newspaper campaigns and workshops to provide adults with information concerning heart disease	6,510
Columbia Coll.	67-007-002	Program to develop a series of video tapes about the nature, prevention of, and services for mental retardation	29,784
South Dakota			
South Dakota State Univ.	67-001-001	Seminars to upgrade the training of nursing and retirement home therapists	7,018
South Dakota State Univ.	67-001-002	Courses for registered nurses and supervisory nurses to upgrade their training	17,900
South Dakota School of Mines and Technology	67-002-004	A workshop to develop a program to train laymen to control tests of the water supply	2,880
Tennessee			
Meharry Medical Coll.	67-022-009	A one week institute to provide physicians from rural and poverty depressed areas with information on new advances in drug therapy	11,544
Univ. of Tennessee	67-042-010	Short courses to enable persons in medicine, dentistry, nursing, and pharmacy to keep abreast of the latest developments in their respective fields	15,000
Texas			
Univ. of Texas	67-0930-003	Lectures, discussions, problem sessions to train civil servants in state and local planning agencies in the modern tools for measurement, analysis, and solution of water pollution problems	5,396
Texas Woman's Univ.	67-0860-010	Courses and workshops to enhance the effectiveness of nurses employed in hospitals and other health agencies and to prepare inactive nurses for return to active practice	12,300
Vermont			
Univ. of Vermont	67-014-001	A program of workshops to assist the nurse to update and expand her knowledge and skills in order to meet comprehensive nursing care needs	19,880

Univ. of Vermont	67-014-005	Lecutres, workshops, and demonstrations to train teachers, nurses, and supportive aides to work with the communicatively handicapped	10,966
Virginia			
Hampton Institute	67-020-002	A course to train nonprofessional people to give nursing care to the sick or injured in the home	6,415
Madison Coll.	67-004-003	A seminar to retrain retired or inactive dietitians and to reeducate dietitians who have been out of school for more than five years	5,086
Medical Coll. of Virginia	67-006-015	Update knowledge of community health personnel	11,250
Univ. of Virginia	67-011-016	A series of programs to provide new information and refresher material to physicians in communities	11,250
Richmond Professional Institute	67-010-018	A refresher institute for registered nurses designed to bring the inactive registered nurse back into active nursing	4,185
Wisconsin			
Univ. of Wisconsin	67-003-002	A program of short courses aimed at increasing the competence of school lunch managers	15,389
Univ. of Wisconsin	67-003-003	Seminars for Wisconsin professionals and communities about the problem of alcoholism and community services needed to help with the problem	14,490
29 states 49 institutions	61 programs		$690,330

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
Dealing with Family Life Problems - FY 1967

State & Institution	Project	Description	Federal Funds
Arizona Univ. of Arizona	67-001-002	Nutrition workshops for low income families	$ 9,136
Northern Arizona Univ.	67-003-019	Consumer education for low income families	1,228
Connecticut Univ. of Connecticut	67-120-007	Train indigenous as assistants to professional educators in family life programs	31,442
Delaware Univ. of Delaware	67-003-006	Develop audio-visual tools to teach better family relations among the poor	1,500
Univ. of Delaware	67-003-010	Instruction for social welfare agency personnel and teachers on latest information on family interaction and effects on children	5,000
Florida Brevard Junior Coll.	67-156-012	Courses in family and citizenship development	14,161
Illinois Southern Illinois Univ.	67-480-009	Train lay leaders for study groups in parent--child relations	42,738
Iowa State Coll. of Iowa	67-003-027	Conferences on child--parent--society interaction, for parents and representatives of social agencies	3,230
State Coll. of Iowa	67-003-014	Conferences for parents of mentally retarded children	3,932
Louisiana Grambling Coll.	67-006-009	Seminars and conferences for professionals dealing with family life problems	19,740
Maryland Univ. of Maryland	67-036-002	Family living assistance for parents of Head Start children	18,000

Minnesota Univ. of Minnesota	67-212-006	Pilot project to aid low income families with home/family problems	$ 21,238
New Jersey Fairleigh Dickinson Univ.	67-002-006	Action research on aiding disadvantaged parents in health practices	30,000
New York Syracuse Univ.	67-164-021	Consumer education training for neighborhood workers working with the poor and elderly	12,690
SUNY City	67-133-018	Training in family remedial mental health counseling for professionals	14,000
Ohio Univ. of Dayton	67-918-008	Consumer education training for counselors of low income families	8,334
Pennsylvania Pennsylvania State Univ.	67-060-020	Family financial management education	24,981
Tennessee Lambuth Coll.	67-015-012	Development of family services bureau	19,866
Vermont Univ. of Vermont	67-014-004	Home visits to improve family home life, social interaction, and economic management of poor families	14,961
Washington Univ. of Washington	67-050-012	Public information on services available to families	13,700
Wisconsin Univ. of Wisconsin	67-003-012	Family finance counseling center to train counselors and assist families	7,196
17 states 19 institutions	21 programs		$317,073

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
Dealing with Recreation - FY 1967

State & Institution	Project	Description	Federal Funds
Alabama Auburn Univ.	67-001-007	Educational services for lay citizens on recreation boards to give them a better understanding of the recreation function of municipal government	$ 8,830
Arkansas Henderson State Coll.	67-015-002	Traveling cultural attractions for seven selected communities	10,241
Delaware Delaware State Coll.	67-002-001	Training of recreation leaders for low-income or disadvantaged groups	12,585
Univ. of Delaware	67-003-008	Courses in leadership skills for voluntary recreation leaders who work with the disadvantaged	1,500
Hawaii Univ. of Hawaii	67-001-003	Lyceum series of drama, music, dance, lectures, and art exhibits for isolated communities	11,500
Idaho Univ. of Idaho	67-001-004	In-service training and continuing education for rural community and municipal officials who plan and provide outdoor recreation opportunities	14,698
Iowa State Coll. of Iowa	67-003-003	Conference for professional park personnel and park board members on coordinated land use planning to meet anticipated recreational demands	3,425
Iowa State Univ.	67-002-026	Drama workshops for indigenous theatrical groups	5,824
Kentucky Union Coll.	67-007-001	Music institute for elementary teachers	2,141
Univ. of Louisville	67-010-003	Training to upgrade the level of neighborhood recreational and playground leadership	2,348

Morehead State Univ.	67-005-007	Stimulation and development of community recreation programs through the identification of key community leaders	$ 19,310
Univ. of Kentucky-Southeast Community Coll.	67-008-008	Cultural enrichment program to increase awareness of and participation in the arts among citizens of small rural communities	4,612
Univ. of Kentucky	67-009-009	Training for recreation aides in the fundamentals of leadership techniques and basic recreational skills	4,242
Eastern Kentucky Univ.	67-002-013	Consultant service and workshops for community leaders and volunteers on cultural and recreational programs	9,529
Eastern Kentucky Univ.	67-011-014	Workshops in art, music and theater for community leaders to enable them to initiate and sustain community programs	23,111
Maine			
Univ. of Maine	67-004-001	Program to provide opportunity for citizen participation in classical string instrument education	25,000
Gorham State Univ.	67-002-004	Seminars for interested citizens to equip them with the necessary skill to develop and operate community programs in art, music, and formal recreation	9,465
Massachusetts			
Boston Univ.	67-111-004	Training for artistically oriented volunteer to perform more effectively as public sponsors of the arts	18,250
Mississippi			
Jackson State Coll.	67-104-008	Music institute for teachers to improve music instruction	4,811
Nevada			
Univ. of Nevada	67-777-003	Program for special education teachers to enable them to develop a program of recreation and physical education for the mentally retarded	1,218
Univ. of Nevada	67-777-006	Counseling service for individuals who develop resources for outdoor recreation facilities	22,044
North Carolina			
Univ. of North Carolina at Chapel Hill	67-002-003	Workshops to develop an understanding and better working relationships between recreation board and commission members and professional recreational personnel	3,685

North Carolina State Univ.	67-001-009	Multi-discipline education program for sub-professional recreation leaders	$ 25,352
North Dakota			
Univ. of North Dakota	67-001-001	Development of a plan for improvement of art instruction in schools and selected communities	9,000
Ohio			
Ohio State Univ.	67-944-014	Seminar for recreation personnel and community leaders on effective utilization of facilities and design of parks	3,120
Ohio Univ.	67-945-023	Training for potential leaders to organize and conduct community recreation programs	2,417
Oklahoma			
Conners State Agricultural Coll.	67-013-002	Social and cultural development through education of recreation and health leaders to develop new programs	5,460
Northeastern Oklahoma A&M Coll.	67-016-003	Training for interested citizens to provide leadership for general recreation programs	4,500
Murray State Agricultural Coll.	67-015-015	Educational activities to provide recreational opportunities for youth and needed leadership among adults	4,710
Oregon			
Univ. of Oregon	67-001-001	Center of Leisure Time Study and Community Service to assist agencies and communities in solving problems related to recreation, parks, and cultural activities	12,176
South Carolina			
Benedict Coll.	67-001-005	Training recreation leaders for deprived areas	8,784
South Dakota			
Univ. of South Dakota	67-003-005	Traveling exhibit on the cultural heritage of the Missouri Valley	27,688
South Dakota State Univ.	67-001-007	Technical training for outdoor recreation personnel and managers	6,516
Texas			
Texas Technological Coll.	67-0830-008	Study to determine the economical and social impact of parks in a metropolitan region and to assist in improved recreational facilities	60,000

Wisconsin			
Univ. of Wisconsin	67-003-006	Program to train leaders for and arouse community interest in improved children's drama activities	17,763
Univ. of Wisconsin	67-003-007	Increased cultural opportunities for low-income families that are geographically and socially isolated	15,000
20 states 34 institutions	36 programs		$420,855

1967 AMENDMENTS OF THE ELEMENTARY AND SECONDARY EDUCATION ACT

The 1967 Amendments of ESEA passed in December turn ESEA administration over to the state education agencies, provide for advance funding, and extend ESEA for two years with the following major changes:

Title I. The poverty line remains at $2,000 for the purpose of determining state allocations. The bill provides, however, that no state shall receive less during 1969 and 1970 than it received in 1967. A $50 million incentive grant provision based on state effort was adopted.

Title III. The bill turns over 75% of the funds to the states in fiscal year 1969 and 100% in fiscal year 1970. For fiscal year 1969 only, the U.S. commissioner of education may disapprove up to 50% of a state's plan. The bill establishes state advisory committees for this title.

Title V. The bill gives states 95% of the money with the stipulation that 10% be allocated to local education agencies to assist them in planning; 5% is reserved for the U.S. commissioner for comprehensive planning grants.

Title VI. A new program for handicapped children, added by the Senate, was adopted.

Rural Assistance. A new part establishes a technical assistance program to help rural areas develop federally-funded projects.

Dropouts. A new section 707 authorizes grants to local education agencies to support demonstration projects to prevent dropouts. The bill specifies that projects under this section be limited to a relatively small number of projects in areas of outstanding need.

Federally Affected Areas. Public Laws 874 and 815 are extended for two years with technical amendments. The bill extends assistance for school construction and current expenditures in disaster areas.

Advance Funding. This amendment authorizes elementary and secondary education funds to be appropriated one year in advance of the year in which they will be obligated--starting in fiscal 1969. The HEW secretary must report the evaluation of programs to the substantive and appropriations committees in Congress no later than March 31 of each calendar year.

Adult Education. The Adult Education Act of 1966 is extended for two years.

School Bus Safety. The bill provides $150,000 for an HEW study of minimum standards for school bus safety.

Bilingual Children. A new Title VII authorizes grants to local education agencies in planning, establishing, and operating special programs to meet the special educational needs of children of limited English-speaking ability.

NOTE: The full text of the conference report on HR 7819 is printed in the Congressional Record for December 15, 1967, pp. 18986-91. Individual printed copies may be obtained from your Congressman.

--From NEA Special Report on Federal
Education Programs December 19, 1967

1967 ESEA PROVISIONS FOR THE HANDICAPPED

Educational services to handicapped children, their parents, and teachers will accelerate rapidly as a result of amendments to Title VI, "Education of Handicapped Children," and key changes in Titles I and III of the Act, which will increase the participation of handicapped children in these programs. New programs or major expansions of existing programs under Title VI will increase research and demonstration activities; bring services to deaf-blind children; assist school systems in beginning new programs and in planning educational strategies through new regional resource centers. It will also provide instructional materials specifically designed for children with sensory and intellectual disabilities, and through new recruitment and information dissemination activities will attract new teachers and related specialists.

1. REGIONAL RESOURCE CENTERS

Regional Resource Centers will assist teachers and other school personnel by providing educational evaluation and assistance in developing specific educational strategies. In addition to providing direct services to the children, parents, and teachers involved, the Centers will function to disseminate modern educational approaches. Schools that do not have special programs for the handicapped (about one-half the nation's school districts) will now receive assistance to develop special education programs. Appropriations authorized for this program amount to $7.5 million for fiscal year 1968. For fiscal year 1969, $7.75 million has been authorized and for fiscal year 1970, $10 million has been authorized.

2. CENTERS AND SERVICES FOR DEAF-BLIND CHILDREN

This program provides a major breakthrough in response to the needs of thousands of children affected by the rubella epidemic of several years ago, which resulted in approximately 20,000 to 30,000 babies being born with one or more handicapping conditions. It provides for the establishment and operation of Centers for deaf-blind children. The Centers will provide comprehensive diagnostic and evaluation services; programs for education, orientation, and adjustment; and consultative services for parents, teachers, and others working with the deaf-blind. In addition, where appropriate, Centers will include programs for training teachers and related specialists and research and demonstration programs. The bill authorized an appropriation of $1 million for fiscal year 1968, $3 million for fiscal year 1969, and $7 million for fiscal year 1970.

3. RECRUITMENT OF PERSONNEL AND INFORMATION ON EDUCATION OF THE HANDICAPPED

Under this program grants or contracts may be authorized to improve recruiting of educational personnel and to improve dissemination of information concerning educational opportunities for the handicapped. Grants or contracts may be made to public or nonprofit private agencies, organizations, or institutions. This program is intended to encourage students and professional personnel to work in various fields of education of handicapped children through developing and distributing imaginative or innovative materials and to assist in recruiting personnel for such careers or publicizing existing forms of financial aid which might enable students to pursue such careers.

The information program is intended to disseminate information about programs, services, and resources for the education of handicapped children and referral services for teachers, parents, and others interested in the handicapped. Authorized appropriation for this program is $1 million for fiscal year ending June 30, 1968, and for each of the two succeeding fiscal years.

4. EXPANSION OF INSTRUCTIONAL MEDIA PROGRAMS TO INCLUDE ALL HANDICAPPED CHILDREN

This program expands the existing program of the Bureau of Education for the Handicapped, which provides a loan service of captioned films for the deaf, to include the carrying on of research in the use of educational media for the handicapped and the producing and distributing of educational media for the use of all types of handicapped persons, their parents, actual or potential employers, and other persons directly involved in work for the advancement of the handicapped and the training of persons in the use of educational media for the instruction of the handicapped. Under this program, the handicapped are defined as deaf, mentally retarded, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons.

Funds authorized for this program were increased from $5 million to $8 million for fiscal years 1968 and 1969, and for fiscal year 1970, the increase is from $7 million to $10 million.

5. EARMARKING TITLE III OF ESEA

A major source of new support for innovation and for implementation of the newest in educational methodology related to education of the handicapped has been made available by specifying that 15% of the funds of Title III of the Elementary and Secondary Education Act be used for these purposes. This provision, which becomes effective in 1969, is expected to provide approximately $30 million for that year on projects which will help bridge the gap between research findings and everyday classroom activities.

A change in the basic formula of Title III, effective in fiscal year 1969, will assign 75% of the appropriations for Title III to the states under a state plan formula; 25% will be reserved for projects approved by the commissioner of education. The funds reserved for the commissioner will be available in fiscal year 1969, for the support of new awards. In fiscal year 1970, funds reserved for the commissioner will be used only to support the continuation costs of previously awarded projects. The intent of the new formula is to transfer control of approval for all projects to the states. The 15% of the funds "earmarked" for the handicapped will follow this overall pattern.

6. TITLE I FUNDS FOR CHILDREN IN INSTITUTIONS FOR THE HANDICAPPED

The formula for support of educational activities for children in state-operated or state-supported institutions for the handicapped has been amended to provide increased support for this program commonly called the P.L. 89-313 program for the handicapped. Under the new law, state agencies will receive a maximum grant for the children they are educating through state-operated or state-supported schools. In fiscal year 1968, this amendment will provide approximately $9 million in additional funds for new personnel, instructional materials, and other programs which reach into the state schools to aid the retarded, emotionally disturbed, deaf, etc., and bring education and hope to the children in these schools.

7. SCHOOLS FOR INDIAN CHILDREN OPERATED BY THE DEPARTMENT OF THE INTERIOR AND DEFENSE DEPARTMENT OVERSEAS DEPENDENTS SCHOOLS IN TITLE VI

The Act authorizes participation of children in schools operated by the Department of Defense and children on Indian reservations, serviced by schools operated by the Department of Interior, in the grants to states program for improvement of education of the handicapped.

8. RESEARCH IN EDUCATION OF THE HANDICAPPED

The program for research and related purposes in education of the handicapped was extended and expanded to include authority to conduct research and to award contracts for research, in addition to the grants which previously have been awarded. The intramural research program will be developed to support and complement the broader extramural program. The program will be designed to assure optimum utilization of funds, to study methods of improving the administration of and to fill the gaps in the extramural program, to conduct or arrange for specific research activities and surveys which are national in scope, to replicate promising research activities, to provide for integration of the extramural program, and to allow staff members to maintain their research skills and pursue individual research interests.

The Act authorized the commissioner of education to contract, as well as provide grants to, private educational or research agencies and organizations.

This change would allow the research program to take advantage of the expertise of private, as well as public, educational and research agencies and organizations. Also authorized is the training of research personnel. This program is extended through fiscal year 1970, with $18 million authorized to be appropriated.

9. AUTHORIZATIONS FOR GRANTS TO STATES AND MINIMUM ALLOTMENT TO STATES

The act amends the provisions of Title VI authorizing grants-to-states for education of handicapped children by providing that no state receive less than $100,000 or 3/10 of 1% of the appropriation, whichever is greater. This provision assures that each state will get a grant large enough to ensure that programs will be of sufficient magnitude to be effective. The basic authorization for the grant to state programs was extended to $162.5 million for fiscal year 1969 and $200 million for fiscal year 1970.

HEALTH RELATED FEDERAL ASSISTANCE PROGRAMS

The following seven programs are included as a supplement to the "AAHPER Guide to Federal Support Programs" which appeared in the October 1967 *Journal of Health, Physical Education, Recreation*. Some of these programs were referred to by Elsa Schneider in her presentation to Symposium participants, and they were also discussed in small groups meeting during the Symposium. Information is from the June 1967 edition of the *Catalog of Federal Assistance Programs* produced by the Office of Economic Opportunity, Washington, D. C. 20402.

PROGRAM TITLE	TRAINING, STUDIES, AND DEMONSTRATIONS IN COMPREHENSIVE HEALTH PLANNING	
NATURE AND PURPOSE OF PROGRAM	Under this program, project grants are authorized to assist public and nonprofit private agencies, institutions, or other organizations in training, studies, and demonstrations leading to improved or more effective comprehensive health planning. Matching funds are not required.	
WHO CAN APPLY	Public or nonprofit private agencies, institutions, or other organizations concerned with health may apply.	
FOR INFORMATION CONTACT	Office of Comprehensive Health Planning and Development Office of the Surgeon General Public Health Service Bethesda, Maryland 20014	or: Regional Health Directors, HEW Regional Offices
PRINTED INFORMATION AVAILABLE	*P.L. 89-749* *Partnership for Planning*, Extension of Remarks of the Surgeon General	
AUTHORIZING LEGISLATION	Comprehensive Health Planning and Public Health Services Amendments of 1966; P.L. 89-749; 80 STAT 1180-1190.	
ADMINISTERING AGENCY	U. S. Department of Health, Education, and Welfare	

PROGRAM TITLE MATERNAL AND CHILD HEALTH SERVICES

The program provides grants-in-aid to states to enable them to extend and improve services for promoting the health of mothers and children, especially in rural areas and in areas suffering from severe economic distress.

NATURE AND PURPOSE OF PROGRAM

These services include maternity clinics, visits of public health nurses, well-child clinics, pediatric clinics, school health programs, dental care for children and pregnant women, and immunizations against preventable diseases. Many states conduct special clinics for mentally retarded children where diagnostic, evaluation, counseling, treatment, and follow-up services are provided.

This program also provides special grants for projects of regional or national significance that contribute to the advancement of maternal and child health services.

Grants are available to states. Special project grants are available to state health agencies and public or other nonprofit institutions of higher learning.

WHO CAN APPLY

Each state's maternal and child health grant is affected by the number of its live births in relation to the total number of live births in the country, by the state's financial need for help in providing services, and by its proportion of rural births. Each state must match, on a dollar-for-dollar basis, one-half of the Federal funds. There are no matching fund requirements for the special project funds.

FOR INFORMATION CONTACT

Children's Bureau
Welfare Administration
U. S. Department of Health, Education, and Welfare
Washington, D. C. 20201

or: State health agency

PRINTED INFORMATION AVAILABLE

It's Your Children's Bureau, C. B. 357 (1964)
Services for Children--How Title V of the Social Security Act Benefits Children (1966)

AUTHORIZING LEGISLATION

Basic Act of 1912; 42 USC, Ch. 6
Social Security Act, Title V, Part 1; 42 USC, Ch. 7, Subch. V
Reorganization Act of 1945; 60 STAT 1095
P.L. 89-97; 79 STAT 286

ADMINISTERING AGENCY

U. S. Department of Health, Education, and Welfare

PROGRAM TITLE	CHILD WELFARE RESEARCH, TRAINING, AND DEMONSTRATION PROJECTS
NATURE AND PURPOSE OF PROGRAM	This program provides financial support for special research and demonstration projects in the field of child welfare which are of regional or national significance. Research and demonstration projects include such areas of child welfare as adoption, foster care, services for unmarried mothers, services for mentally retarded children, and services for emotionally disturbed children; and special projects for demonstrating new methods or facilities that contribute to the advancement of child welfare. The program also provides training grants to accredited institutions of higher learning to strengthen their resources for training students for work in the field of child welfare, provide traineeships for students interested in this field, and support short-term training courses.
WHO CAN APPLY	Grants for research and demonstration projects may be made to public or other nonprofit institutions of higher learning and to public or other nonprofit agencies and organizations engaged in research or child welfare activities. Grants for child-welfare training may be made to public or other nonprofit institutions of higher learning and may include traineeships.
FOR INFORMATION CONTACT	Children's Bureau Welfare Administration U. S. Department of Health, Education, and Welfare Washington, D. C. 20201
PRINTED INFORMATION AVAILABLE	Announcement--Child Welfare Research and Demonstration Grants Federal Grants for Training of Personnel for Work in the Field of Child Welfare It's Your Children's Bureau, C. B. 357 (1964) Services for Children--How Title V of the Social Security Act Benefits Children, 1966
AUTHORIZING LEGISLATION	Basic Act of 1912; 42 USC, Ch. 6 Social Security Act, Title V, Part 3; 42 USC, Ch. 7, Subch. V Reorganization Act of 1945; 60 STAT 1095
ADMINISTERING AGENCY	U. S. Department of Health, Education, and Welfare

PROGRAM TITLE	HEALTH SERVICES DEVELOPMENT PROJECTS
NATURE AND PURPOSE OF PROGRAM	In fiscal year 1968, grants to public and private nonprofit agencies and organizations concerned with health are authorized for projects (1) to provide services to meet health needs of limited geographic scope or of special significance, (2) to stimulate and initially support new health service programs, and (3) to undertake studies, demonstrations, or training designed to develop new or improved methods of providing health services. Projects involving the furnishing of public health services must be in accordance with the state's plan for comprehensive health services. This program will consolidate and extend the categorical project grants related to such health problems as tuberculosis, venereal disease, cancer, and chronic illness.
WHO CAN APPLY	Public and private nonprofit agencies and organizations concerned with health may apply for health services development project grants.
FOR INFORMATION CONTACT	Office of Comprehensive Health Planning and Development Office of the Surgeon General Public Health Service Bethesda, Maryland 20014 or: Regional Health Directors, HEW Regional Offices
PRINTED INFORMATION AVAILABLE	P.L. 89-749 Partnership for Planning, Extension of Remarks of the Surgeon General
AUTHORIZING LEGISLATION	Comprehensive Health Planning and Public Health Service Amendments of 1966; P.L. 89-749; 80 STAT 1180-1190
ADMINISTERING AGENCY	U. S. Department of Health, Education, and Welfare

PROGRAM TITLE	AREAWIDE COMPREHENSIVE HEALTH PLANNING PROJECTS
NATURE AND PURPOSE OF PROGRAM	Project grants are authorized to assist public or private nonprofit agencies or organizations in developing comprehensive regional, metropolitan area, or other local area plans for coordination of existing and planned health services, including the facilities and persons required for provision of such services.
WHO CAN APPLY	Any public agency, except the state health planning agency, and any private nonprofit organization concerned with health may apply.
FOR INFORMATION CONTACT	Office of Comprehensive Health Planning and Development Office of the Surgeon General Public Health Service Bethesda, Maryland 20014 or: Regional Health Directors, HEW Regional Offices
PRINTED INFORMATION AVAILABLE	P.L. 89-749 Partnership for Planning, Extension of Remarks of the Surgeon General
AUTHORIZING LEGISLATION	Comprehensive Health Planning and Public Health Services Amendments of 1966; P.L. 89-749; 80 STAT 1180-1190.
ADMINISTERING AGENCY	U. S. Department of Health, Education, and Welfare

PROGRAM TITLE	DENTAL HEALTH PROGRAMS IN COMMUNITIES
NATURE AND PURPOSE OF PROGRAM	This program provides technical assistance and consultation to state and local health agencies and community groups on all matters relating to dental public health. Special assistance is available to communities planning dental components of Head Start programs. Grants are made to the states: (1) to assist in initiating and expanding state and local dental public health programs, (2) to support applied research in the administration and delivery of dental services for the entire community, and (3) to develop new or improved methods of providing out-of-hospital dental services A personnel service aids the exchange of information between state and local health agencies recruiting dental personnel and dentists and dental hygienists seeking public health employment. Beginning July 1, 1967, this program becomes a part of the comprehensive health planning program.
WHO CAN APPLY	Dental health grants are allotted to the states on the basis of a formula prescribed by law. Matching funds are required. Universities, colleges, state and local agencies, and other public or private nonprofit organizations may apply for research and community health service project grants.
FOR INFORMATION CONTACT	Division of Dental Health Public Health Service U. S. Department of Health, Education, and Welfare Bethesda, Maryland 20014 or: Regional Health Director HEW regional office
PRINTED INFORMATION AVAILABLE	Dental Health Research Grants, PHS No. 1367 Better Teeth for Life...Fluoridation, PHS No. 636 Guidelines for Project Head Start Applications, Dental Care Services
AUTHORIZING LEGISLATION	Public Health Service Act as amended; P. L. 89-749; Section 301, 314(c), 316; 42 USC 241, 246, 247a.
ADMINISTERING AGENCY	U. S. Department of Health, Education, and Welfare

PROGRAM TITLE	DRUG ABUSE CONTROL
NATURE AND PURPOSE OF PROGRAM	This program aims to prevent diversion and misuse of stimulant, depressant, and hallucinogenic drugs without interfering with legitimate medical use. The Bureau of Drug Abuse Control, in the Food and Drug Administration, cooperates with state and local authorities, such as health departments, boards of pharmacy and police departments in a nationwide effort to curb this growing health and social problem. Agents of the Bureau investigate illegal manufacture, illicit distribution, counterfeiting, and unprescribed sale of designated drugs; seize illegal stocks; and institute criminal court actions against violators. Through movies, talks, and other educational material, an intensive effort is made to educate teenagers and parents of the hazards of non-medical usage of dangerous drugs.
WHO CAN APPLY	State and local drug control agencies, industry, consumer groups, and individuals are eligible.
FOR INFORMATION CONTACT	Bureau of Drug Abuse Control or: FDA field offices Food and Drug Administration U. S. Department of Health, Education, and Welfare Washington, D. C. 20204
PRINTED INFORMATION AVAILABLE	Educational materials, including a motion picture, "Bennies and Goofballs", may be obtained from: Office of Education and Information Food and Drug Administration U. S. Department of Health, Education, and Welfare Washington, D. C. 20204
AUTHORIZING LEGISLATION	P.L. 89-74; 21 USC; 15 USC: P.L. 89-755.
ADMINISTERING AGENCY	U. S. Department of Health, Education, and Welfare

IMPLEMENTATION

IMPLEMENTATION: AN OVERVIEW

At the final general session of the Symposium, participants were grouped by districts to discuss how they could best communicate what they had learned at the Symposium to interested persons and groups back home, how they could stimulate interest, and more specifically, how they could stimulate action which would involve health, physical education, and recreation in appropriate and worthwhile projects. Reports of the chairmen of the various groups are given in this section.

William E. Noonan, Jr., director of the Lifetime Sports Education Project, chaired the implementation sessions. Excerpts from his charge to the Symposium follow:

One thing that has impressed us all in the Lifetime Sports Education Project is the willingness of state associations of HPER, state departments of education, the city and county school units, and the colleges and universities to plan together when encouraged to do so. It appears now that this opportunity is being extended through the new federal legislation in a way never before experienced by our fields. Elsa Schneider made a plea for establishing communications and it seems clear that this is a proper professional role for our state HPER units to assume.

In this session, we will gather by states within districts represented in our structure. We're hopeful that some attention at follow-up will be given at the upcoming district conventions, knowing full well that plans for these conventions have probably been "finalized" but hoping that we're flexible enough to take on these current issues which require immediacy--and this business of implementation certainly is one.

We hope you will mention at the district conventions that the guidelines for EPDA are going to be available in final form by March 1 and that the proceeding of this conference will soon be available. We hope that at the district convention you will take the leadership, perhaps on an Ad Hoc basis, to involve some of the district officers to determine what the proper role might be for your district group. Certainly, you will want to call attention to the fact that there were teams from 38 of the states here and you will want to identify these people at the district conventions.

It is at the state level that we feel that most of the attention should be given because so much of the federal funding is by state allocation. Some of us, by the way, would like to see this changed and were quite encouraged by Graham Sullivan's mention of comprehensive planning with a multi-state approach. We hope that some of you in your follow-up will consider plans and proposals that call for one or more states working together on a proposal. We've heard so much about the team approach and we certainly have to consider implications for the local school district, the institutions of higher education, and the state departments of education. There is also a need to involve other groups in our plans--for example college and university personnel and the Title I and III people of ESEA. We see now by the guidelines that there will be many people appointed in the states who have a job comparable to Russell Wood in the U. S. Office, people who will serve as state coordinators for the EPDA. We certainly ought to touch base with these people.

We are hopeful that some of you will officially involve the schools boards association at the state level and PTA leaders. Too often perhaps we exploit these groups rather than involving them in the planning. We know of the PTA's interest in continuous health supervision and of their interest in health education. City/county directors on an organized basis ought to be involved in some of our follow-up planning. Every state that is represented here has some kind of official interagency group on health, or an interagency group on recreation, and we ought to involve these groups in planning follow-up activities. Needless to say, the voluntary and professional health associations should be considered also. You will think of many others when you meet by districts.

I have mentioned two types of implementation which call for professional aggression. The first is the interpretation to others in your state--the dissemination of information about these new possibilities as viewed here at this Symposium. This is the commitment you have because you have been selected by your state association or by your state department of education to carry the message back to those within your state. The second that we have talked about again and again is the need to get out into the field and become involved with others--the intervisitation which we all think is so important. From now on we are probably going to have to gear our proposals, not to our limited ideas about activities such as gymnastics or team sports or lifetime sports or smoking and health, but to those broader concepts which have been identified as our contribution, such as the concept of education for leisure, outdoor education, and the like. Certainly the health status of people seems to gain the ear of all our Congressmen and more specifically those on review committees.

We're making a plea to you to make at least a two-year commitment to follow up on this conference. Some of you have heard this story before, but I like to share it with as many groups as possible: We hear a lot about making a contribution, about pleading a commitment, about the difference between making a contribution and making a commitment, and there is a difference. It seems that a chicken and a pig were standing in front of a restaurant watching people at breakfast. As you can imagine, many were eating bacon and eggs. The chicken turned to the pig and asked this question, "Doesn't it make you feel happy to know that you're making a contribution?" After just a little thought the pig replied, "It may be a contribution for you, but for me it's total commitment." We hope that you have this feeling as you go into your group discussions this morning.

IMPLEMENTATION BY DISTRICT AND STATE ASSOCIATIONS

RUTH BYLER FOR EASTERN DISTRICT:

In our District meeting, we decided as a group that we would prefer to sit and talk in our teams at the state level rather than to start out by talking about what the district could do. Representatives are concerned, first of all, with ways they can disseminate information that we have obtained here at the conference. One of the obvious ways is to get an article into the state journal. Some of us in states where the journal space is already committed are considering special reports, mimeographed and sent out to the membership, so that at least our membership can be informed that this conference was held and that here are some ways that they can get more information about it.

We also felt that we wanted to, first of all, alert the key people back in our home area. We can go in and say, "We've been to a conference. We know something about this, would you like information?" Of course we felt that the state superintendents association and others would be hearing directly from the Office of Education and from the state department of education. However, a number of the states are going back to already scheduled meetings--as in New York, the college group meets regularly and this can be used as an avenue for disseminating information. A number of the states still have room to include this in their state association meetings. Massachusetts is fortunate. They are asking Dr. Allen from the University of Massachusetts, who did the initial work in writing the EPDA guidelines, and a representative from the USOE regional office in Boston, and a state department of education person to participate in a discussion at their state meeting. This is the kind of approach people took as they thought about what they could do and the mechanics of doing it.

Vermont is planning a workshop to inform their people of the possibilities in the new legislation. They talked about the need for an interdisciplinary approach--getting the support of other groups, getting letters of support from PTA's, beginning to survey the need. They felt we could encourage our state associations to gather the kind of information that should in turn be relayed to the people who are writing the state plan which must express the needs and priorities of their state. They also felt a need to digest the material that we have gotten before reporting, so that we don't mislead people when we report the possibilities of EPDA.

One of the last things brought out in our group was to remember that we have many other sources. We learned a lot more about a lot of sources other than EPDA. While this is the newest idea, when we go back we ought to remind and encourage people to continue to explore the possibilities in ongoing sources such as ESEA, not forgetting the mentally retarded act which will be a possible source. One of the things that we want to keep saying to ourselves is that there are many in our state who need to know and who need to be encouraged to use all possibilities and all resources.

LEE GENTRY FOR SOUTHERN DISTRICT:

Our group operated as a committee of the whole and the first topic was what we might do at our Southern District meeting, which comes up on March 1. These suggestions were made:

1. Make announcements at our convention.
2. Have materials available.
3. Have persons serve as resource persons and announce their names. Or possibly we might use people who have attended this conference as resource persons to meet with others who are interested.
4. Announcement as to when the guidelines will be available might be made.
5. There is the possibility of having sessions on the kinds of things that we could now do under new, expanded, ongoing programs of legislation.
6. Discussion of the avenues that were now open to us and some actual suggestions, specifically as to possible areas for project development.
7. We thought we might have a person summarize these new programs and the new directions that have been presented at this meeting and present this on a one or two-page sheet to put in the packet that we give people when they register for the Southern District . We are wondering if the legislative committee of the Southern District could do this. Further, we could ask a task force or someone from this conference to give us a brief summary of the new or different things--a real digest--to go into this packet.
8. A question raised is: Who is going to follow up to contact the states of the District who were not here? For instance, we have one or two who were not represented. We would like to contact those people. One way would be at the president and president-elects conference held just before the Southern District. We might get it on the agenda there and also the city and county directors of the Southern District. This would be a good place to contact some of the states who were not there.
9. One further question: Who is going to see that these people put it on the agenda for their meeting? We need some liaison or report from here to ask these people in the Southern District who are in charge or the president or president-elects group or the city and county directors to get it on the agenda there.

For the state level, we had these possible suggestions:

1. The state association and the state department of education might work to make data for some assessment of needs. It was said that we need to do this right away, or there might be some other commission that has made a study that would have some relevant data that we could use as part of our plan. If this were available, it needs to be made available to groups or projects.

2. Of course, we wanted to use the state newsletter or journal to tell people where to get further information. Perhaps through this medium we could use the state legislative committee chairman to write our materials or use this same summary and then go through those states where we have regions, or areas, or districts to go through our regional directors to contact people at the local level. We thought it might be more appropriate than just to make an announcement at the state level, to try to plan or organize how to work to be included in some of these projects.

3. If possible we wanted our friends in the state department or other places who have some possibility for approving these to get a commitment to the effect that, "If you people come up with a program then you will be included in this." We want them to look with favor on our area. We realize to do this we are going to have to improve our own expertness. One of the things we wanted to do was to form writing teams in the state and publicize this assistance and make them available to the school districts. This has been done in some areas, especially in regard to Title III. People have been made available and then as consultants have helped to write up projects. Some of these people have even written projects in our own area. It would certainly be better if we had people in health, physical education and recreation who were helping our people write up projects.

4. Then we thought we ought to work on the idea of developing among ourselves some expertness at the state level so that we could come up with some good ideas and then have the technical requirements to put these ideas across. At the local level, in our own institutions or in schools districts, we thought we should be sure to take care of our own people--go back and tell our own departments and communicate with these people in our own institutions and see that they are informed. Let's at least do our share in our own institutions and perhaps this will show some light to other people and create some interest.

5. We want to consult with other people in our institutions, particularly under the institute program, who have developed institutes. Perhaps the people in English, for example, might tell us the mechanics of going to Washington, what needs to be considered, and how to go about developing an institute proposal. Some people did not know how much

help we could get but they perhaps have some ideas, not too technical about getting a project approved. But we emphasized that we would have to come up with the ideas and innovations in our own area. We wanted to identify with the state department of education, and the local school districts. We wanted to get on their team and to have college people stay in contact with the state department of education and offer to help local school districts and make ourselves known to college people that they would work in any area to help develop a project, or to assess needs, or in any other particular study.

6. Then we emphasized the fact that we are going to start immediately and aim for this first year. We're going to do the very best job we can of getting our story told, our needs, and our projects but at the same time we are going to make provision for long range planning in which we would have a longer study of our needs. If we don't make it this year, we are going to make it next year. We are really going to try to tool up and get ready. We realize that we are going to be in competition with other areas but we have headstart of this Symposium. If we can keep the ball rolling, this may be enough edge to allow us to do some effective work. So with this start we want to follow through and develop our own programs, get them through, get them presented. We feel that the advantage we have had here, if properly followed up, should enable us to really get ahead. We know that we are going to have to develop skill in writing proposals and ideas which are good, and getting enough technical help from people. With this perhaps we can do the job.

PAT CAVANAUGH FOR MIDWEST:

The best way to describe our meeting is that it was cautious and it was philosophical, because when we broke up everyone was passing along their condolences to me. They weren't sure what I was going to report and I wasn't sure either. We agreed that the most logical mechanism to use would be the state associations because the districts, as they are structured within AAHPER, do not present any kind of a physical mechanism through which one can work. We made some of the obvious recommendations--utilize the state journal, the district conventions, the state conventions, etc. Then we became philosophical. I think it was quite obvious that the core of the problem in a committee meeting or in our district meeting--and the core may be too much of what makes our efforts stuttering in this broad area of legislation--is the problem of communication.

We talked about the local school agency, the state department and the institution of higher education attempting to get together. It seems fairly obvious that this is the purpose of this type of legislation, but we didn't have any suggestions for implementing this. We identified the fact that we are somewhat compartmentalized in the state. That is, there is the state department of public instruction that exists and there are school systems all over the state and there are many college and universities but it's extremely difficult to get them to work together.

We were cautious in that we wanted to suggest that just because dollars are now available in greater numbers, maybe we should look at some of our internal problems before we move ahead with writing projects. It was pointed out in our committee meeting that in many situations on university campuses we are already over-committed and possibly before we rush into the grant writing proposition, we should do a self-study on our campuses. We could probably do the same thing in state departments and in school systems. This was the philosophical part of our committee meeting and I think this was felt. Purely because there is money available doesn't mean we have to join the race of writing grants.

I think we did point out however, in a positive way, that this new image is coming rapidly--the very close cooperation between institutions of higher education or in teacher education and school systems. There were several examples pointed out in the committee, one from Ohio where this kind of cooperation is going on at the present time. I mentioned that at the University of Detroit we are already cooperating very closely with the Detroit public school system in the area of reading, teacher corps grant, etc. We are not doing very much in the area of health and physical education. The obvious principle behind this legislation is: here the spectrum of teacher education, teacher preparation from the community to the school to the university is with us. Hopefully this legislation will break down the compartmentalization that exists.

Lastly, and this was emphasized in each of the previous reports, we felt very, very strongly that the emphasis in writing our grants should be on quality. Our ideas should be screened and re-screened again, so that whatever comes out in the area of health and physical education, in terms of proposals and grants, will be of the highest quality.

EDWIN E. STEINBRECHER FOR CENTRAL:

At our meeting, we seemed to think of the dissemination program as being one of the keys and it is up to individual districts or states to map out a program within their own states which best fits. In our area we may have different needs from the Eastern District, where the large population centers are. In our state and our District the problem seems to be in getting people interested. To do this, at the Central District meeting to be held in conjunction with the National this year, we are planning to get together a breakfast meeting to bring the states from our District not present today up to date regarding this meeting and to seek out any action that we as a District could take to implement some of these programs.

At the state levels we would go on with the idea of newsletters and dissemination programs. In Colorado in particular, there will be a spring meeting, and we will definitely be on that program. A couple of additional things that we thought might be of real merit in helping us were:

1. To identify in our state or neighboring states the resource people who work specifically with federal programs and make them known for our people to consult.

2. We talked about a task force to mobilize people within the states to get people interested. It seems that most of the projects come out because someone was interested. If we could have a task force that would get people interested we feel that we would be getting more involvement than we have now.

3. We want to identify all federal programs funded projects that are in operation in our state or in neighboring states.

4. We want to identify the real needs of our district and assess where we want to go and how to get there.

5. We must get our physical education, health education, and recreation programs into other projects. Many of the programs which are being funded are related to welfare of children and the upgrading of various groups and our program should be represented in these projects. If we could do a little education within our own states as to how physical education can contribute to some of these things, we would have these people coming to us in order to get this multidisciplinary approach.

6. Lastly, we felt that packets of the very kind issued here should be sent into the places where they can be used. Our state department has a library which does a very fine job. Some of the colleges and other places have libraries to which people will go for material. Along this line we might also include this material in our community resources project. I'm thinking in terms of ERIC, so that if someone plugs into a computor requesting information on federal programs, these kinds of materials will be available through the retrieval systems.

ED LONG FOR NORTHWEST AND SOUTHWEST:

First, we would like to thank Dr. Troester and the entire AAHPER staff for sponsoring this Symposium. We think it is a wonderful opportunity and we recognize the large task in sponsoring such a program to the satisfaction of all the different disciplines represented here this week.

We first felt that in reporting such a Symposium or conference back at the state level and possibly at the district level, a great deal of help might be attained if some type of communication could come from the national staff, identifying to the states the people who were in attendance from that particular state so that we wouldn't simply walk in with a brief case and say "Here we are. We are ready to report," and go from there. A letter might be a great asset in paving the way for us to go back to our state professional associations, our state institutions of higher learning, or possibly to local school districts. Then we could feel more at ease in reporting to these people and offering them some type of service to interpret all the many things that we have had the opportunity to hear. This correspondence could be directed to the chief state school officer with copies to the state director of HPER inasmuch as all states are not represented here, to the state school board associations of each state, state PTA associations, the state colleges and universities, and certainly to the district presidents, presidents-elect, and to state president and presidents-elect.

We spent some time discussing the point. Should we not by states through a task force effort communicate with each of the state Congressmen in regard to the Presidential budget just submitted in an effort to gain support of some of the projects and titles that we have discussed here this week. The final approval of appropriation of these funds just might be important before it's all over.

Getting a little more specific, the Southwest District will initiate interest in a project which would be a multi-state approach to in-service training primarily for elementary school physical education. This is the Southwest District president's primary objective for this year. We have a little jump on this inasmuch as we have just completed a Southwest District program related to this. Implementation of the things learned at that particular conference becomes important in our minds. This will be specifically carried out by Luther Schwich, Western states consultant, who will approach the state department of education in Utah in an effort to establish that as home base for the several states in the Southwest District in the use of state project support that would be implemented on a multi-state basis.

The first part of this would be a request for a planning grant and the second would be a project implementation grant.

The Northwest District identified that a similar type of project would be requested in their District centered around Ellensburg, Washington, as home base and from there evolving into a multi-state project for in-service training related first to the needs of the District (meaning the geographical district of the Northwest) and specifically designed for in-service training in the areas of health, elementary physical education, and lifetime sports activities.

We then discussed the point of state planning committees. Here is an opportunity to get into the starting blocks and get even with the rest and, by having been here at this meeting for three or four days, we could entertain the thought of being a little ahead of some of them. We could first report to our state associations through executive board meetings or through news media, newsletters, etc. If state conferences are coming up, you could take advantage of time and opportunity there.

Secondly, we considered reporting to other disciplines related to our own profession within the states. We would get state leaders to attempt to propose a plan of action based first upon need, second upon priorities, and third on how to fulfill these needs within the priorities. We feel that we should take a look at the matter of timing which some of you have had trouble with in the past. In other words, funds become available tomorrow and plans should have been in yesterday. We should try to be better organized. Then we could have some specific types of projects primarily related to in-service training in the drawer and ready to go insofar as a state effort is concerned. We were honored to have in our group a gentleman who doesn't wear our hat alone but wears a hat that is much bigger and broader. I would like to ask our chairman if we might have a few words from Ralph Stevens, who is the coordinator of a special grants project for the Seattle school district.

Ralph Stevens, Coordinator of Special Grants and Projects, Seattle:

I attended this conference with a slightly different point of view from most of you and it has been interesting to respond to what has been going on. First, I want to compliment you on a tremendous conference. I've enjoyed it all and I'm sorry that some of our people had to leave so soon because I think they are missing some of the big things here in this wrap-up. I would like to make this comment first as a parent. I have at home three golfers, three basketball players, three football players--all the same guys. I feel I owe a debt of gratitude to the people in your profession who have given them something to live for for the rest of their lives. You have a tremendous product to sell.

I think you have to go back home and alert the people who were not here. Some of the power structure of your organization had other commitments. They weren't able to attend. I see this as your first obligation--to get the people who are in the power structure of this profession on the alert and on board when this act comes out in July with the funds. There will be some summer programs we are told. Will any of them be in HPER? Summer is an important time for you. Whether there are any programs this summer will depend on what you do when you go home. Everyone who attended this conference has a greater obligation than they probably realized. You have a lot of people to tell your story to. You are behind. You're starting this race late. You've already admitted this. NDEA and some of the other acts excluded you. You have to get on board now.

This conference is giving you a springboard--a chance to get ahead. Don't count on the people back home. They are going to set up a program and they've got to have it in by next week. Will they include you--probably not. They're used to leaving you out. They will talk to the people who are ready. I hope that when you go back you'll try to get the power structure within each state and within each region to point some of these things out. Inform your people, get on the ball, and put HPER on the map through this act.

IMPLEMENTATION BY STATE DEPARTMENTS

GORDON JENSEN, WISCONSIN STATE DEPARTMENT OF EDUCATION:

If I counted correctly there were approximately 16 representatives from state departments of public instruction here. There ought to have been more, obviously, but if there had been 50 present there would be 50 separate kinds of organization, 50 separate approaches to staffing and to methods of operation. I would also assume there would probably be about 50 degrees of prestige on health, physical education, and recreation within the state education agency. There would be different degrees of contact with the title people, the federal program people within our own organization. I could spend my total allotment of time here telling you about the problems in Wisconsin, and the approaches I think might be appropriate in Wisconsin. However, I'm sure that the remarks I make as a representative of the state directors of physical education or the state agency people should be a little more applicable to the whole gamut of activity and the whole gamut of states.

It appears to me that health, physical education, and recreation has been looking for visibility for a long time. This is true within the local faculty of any small school. It's true within the state agency and I'm reasonably sure it's true within any college or university. It seems to me that because we have been looking for visibility we've become a little bit defensive from time to time and we tend to think of aggressiveness in terms of what we can get for our own agencies or for our own programs, etc.

The key ideas that have continued to run through the remarks that I've heard the last couple days are interdisciplinary, cooperative efforts, joint programs, and things of this sort. As I look at what we and the state departments of public instruction might do it seems to me that we ought to be quite aggressive in our actions, but I think we ought to be aggressive from the standpoint that we want to burrow our way into the programs that are going to be devised and into the programs which have already been devised within our states and within our local schools. What can a state agency person such as myself in health, physical education, and recreation do to bring into the total educational picture, in reference to federal programs, our areas of health, physical education, and recreation?

First of all, I certainly have the responsibility of going back to my own educational agency--the state department of public instruction--and working for visibility with my colleagues. I'm sure there are many people like me who are out in the field a lot and from time to time we meet people in the field from our own department that we didn't know existed. We don't sit in that office and go from place to place and confer. Perhaps we have to rearrange our job priority and our activities. As I think of my own situation, I ought to go back and talk with the Title people in every way that I can. I should go to the teacher certification, teacher education division and become very friendly with those people. Not that I am not, but we don't have a lot of contact from day to day. Certainly the Bureau for Handicapped Children ought to be one of my first contacts, and it will be. You see, as you go through your own state department and see all of the people involved with the education of children we have a lot of things we can do within our own agency. Now we can't start there obviously.

My first priority in Wisconsin is to deal with local districts. I spend most of my time traveling from district to district. So as I look at the federal programs in Wisconsin, the Title programs, and see that 80% of the money went to communications and most of that to remedial reading and see that perhaps 5 to 7% of the Title I money went to health, physical education, in any form or manner, it appears to me that somebody has missed the boat. I can see the things that we should have done but I also see some problems at the local level in writing. We know how sophisticated a talent proposal writing is and then we see our physical education people doubling as coaches and wonder when they are going to have the time to write these things. From the state department of public instruction, we have the obligation, in every way we can, to work in an in-service way with the local agencies and specifically with HPER people to urge them to become visible. Some of the most successful programs I see in elementary physical education in our state schools come as a result of the physical education teacher going to the reading teacher and in a motor perceptual way showing what can be done in physical education. Now we have an ally. The reading teachers are on our side, and the classroom teacher as well. State department people need to go out to the localities, and urge our own physical education people to get into the act on the local level.

Then, if I had the time and again it's a matter of priority, I ought to camp on the doorstep of the colleges and universities in Wisconsin that are preparing teachers because if I have anything at all to offer these people, it's knowledge of what goes on in the state--first hand knowledge of what goes on up in Superior where perhaps the people at the University of Wisconsin-Madison haven't been for years. I see these programs. I should be talking with people about the needs throughout the state of Wisconsin so that the state department of public instruction and the HPER people at the universities can work together on programs that will satisfy some of these needs. One important thought to leave with you is this: I think the HPER people have to become aggressive, but the aggressiveness is not to force a program that is sharply focused on one particular aspect but rather to look for spots where we can get and work with the groups that already have the money and carry on from there. If we, as we have said for so many years, tell people we are educating the whole child, not just the brain but the whole child, and if we believe this, then we ought to be working with programs that educate the whole child.

IMPLEMENTATION BY LOCAL SCHOOL DISTRICTS

H. CARROLL KING, RALEIGH (N.C.) PUBLIC SCHOOLS:

In the confusion of attempting to absorb the mass of information, I did get to the hotel room for a newscast or two. A couple of items flared out as related to our discussions here. One said that in our world population today there are as many children as there were total people four generations ago. The second item--we are unable now to feed our world population and it is expected to double again by the turn of the century. Our problems are not going to get any less. By sheer numbers they are going to increase.

Another thing that is clear to me as I listen to different topics: our needs in Raleigh haven't changed one iota, based on the availability of federal funds. Nothing is any different in terms of needs. The only thing that is changed is that perhaps we have a new horizon--we can attack with more hope. This struggle to identify needs has been no great problem to us. We have so many needs that this isn't tough at all.

There seems to be, over the last several years as we have pondered and talked about this, two big things that have bothered us from every aspect, whether we are talking about our reading program or some other phase of school work. One thing we have been eternally concerned about in our school district is how do we perpetuate something good? How do we keep it going? We have received some encouragement from information gained at this session. I point to the first day's reporting on NEA's big push, their effort--a grant of help based on census per capita--not just to poverty areas but to school districts to do bigger and better things. This is exciting to me, that here is a program which may allow us to move on and on. The advance funding to allow us better planning and the possibility of identifying these things without hurry up aspects, seems to be a helping thing in this area.

The other thing is that we stay in competition, in competition with other interest areas, educationally speaking, and/or subject areas. We represent a very special interest group. The use of the word competition was challenged from many aspects. We would like to think of, instead of competition, a coordination with more working together, and a plead for this. After I listened, however, it looks to me like a heck of a dog fight shaping up by the time we get back home. There is going to be a real good contest and if it isn't a competition then there is going to be a good contest. Maybe this is right. This challenges us.

As I said before, our needs haven't really changed and if we can't respond to a contest and really identify the needs within our speciality area, in respect to a total concept of education, then we haven't got much to stand on. We really aren't selling very much. This becomes a very personal responsibility. I think there have been some suggestions here that will help us do a better selling job. I think the comment that Bill made this morning--the interpretation of our program in terms of concept rather than--how to play volleyball or something, use of leisure and an understanding of health. I think maybe we have a better selling point if we will take that seriously rather than saying, "We haven't got enough gymnasium space," or "We can't teach tumbling."

There is an advantage to having a director of special programs in your system. This can be done with just a little imagination on the part of your administration, whether it be funded by getting a planning grant and being able to pay the expenses of that individual and his office to be this specialist. We've heard outcries, "How do you absorb all the details of all these programs?" We also share in this enthusiasm because we have young man who has just finished his doctorate degree and is thoroughly saturated with recent training in writing. He is very capable, and our new director of special programs. He is invaluable to the school system. Each of us has to continue our selling job. This is our second job.

A third thing that we have to do before we leave here is to realize that there is a gap between authorization and funding. We've got to be realistic. There is going to be a gap and there is not going to be enough to even do what we want to do let alone what all of education wants to do. So we are not going to get everything and we have to be realistic about this. This would indicate that there is going to be little opportunity for superfluous, poorly planned, ill-conceived or poorly conceived, or fanciful programs. Even though our basic needs are so great, it's going to take a whale of a program to actually get through. We think at the school level there are two things that we can do in the final analysis within any given state. The first thing is that there are going to be common areas that as a state or as an area, we can share in. In North Carolina, as in many states, one of the big things we have to be concerned about is the elementary physical education program. We can share with our state organization, our state department, and we as a city system in the joint planning and joint effort of a program of this kind.

Another thing we have to do is look at our particular program. I see out of all that has been offered here both new programs and follow-ups. For example, already identified now within our system, and probably in your system, is the assortment of needs. One of the big things that will get priority is the leadership role. We recognize a leadership need because of the frequent assignment of teachers to the principal role without any training. They merely have to take over. We already have a study in the advanced stage. The new personnel act that we have been talking about is going to get a high priority in our system because this is a real need--the training of principals. This is a natural in this area. However, at the same time, we have already funded a health curriculum development study program of which the training of teachers is a big critical area. This offers us an immediate out to accomplish this one program on the one hand and then carry it on through the training of teachers with this program.

As a public school person, I can take back with me a great excitement. I think that I have my feet more on the ground with what we can do. I think that we're not going to solve all the problems but we're going to make some inroads this year and next year. We will still have some problems in the year 2000, because this isn't something that is going to end with this conference.

IMPLEMENTATION BY STATE ASSOCIATION PRESIDENTS

TED HUCKLEBRIDGE, SONOMA COUNTY (CALIF.) SCHOOLS:

Here to me is a summary of what has been suggested here this morning. There is an absolute need for visibility and for interpretation of what we have received. We have a need for written materials. We need a packet. We need a summary. I completely agree that this is an initial step that requires careful, concise, legs on ideas of communication. If you have been president of any organization, you have been thrilled by people who bring to you ideas. You have been thrilled if they assume some of the role.

The state association can move ahead with EPDA if there is a core of people in the state association who accept common values and common goals as to where they are going. Don't involve people because they are anxious for office, anxious for status, anxious for recognition. Implementation is going to require that we move into the power structure. These are the ones in your state to develop the policy. In other words, if this small core is going to support health, physical education, and recreation, they need to speak in support of what criteria to use in the selection of projects. Then as you implement, you are going to have to evaluate where you are going. You can implement by giving recognition to individuals and to groups. The state association has to involve our "customers"--the taxpayers. Each state association needs a backlog of parents, patrons in your community, in your district, in your state, that can be called friends of health, physical education, and recreation. You have to have people who can verify a need for a changing policy. Only in this way are you going to be able to move ahead, to implement this opportunity so that it is not terminated at the end of June. Communication and visibility are essential. Designing by a small core is essential. Implement within your whole state with a plan that carries with it personnel who believe in involving people who are going to be responsible both on the administrative level and the taxpayer level.

IMPLEMENTATION BY COLLEGES AND UNIVERSITIES

LLOYD RUSSELL, BAYLOR UNIVERSITY:

One of the first things we must do in institutions of higher learning is to go back to our own institution, get all of our staff together, and to completely inform them about what is going on here. To do that we must go back and thoroughly study each of these Titles and how our institution could possibly be involved in them. We must interpret Title I and Title III and it's not so easy. I noticed that one of the groups this morning recommended that AAHPER put all of this legislation together in a package and organize the confusion. How we are going to interpret the organized confusion is another problem.

We need to appoint a project committee from our staff to study these programs thoroughly and to come back with some recommendations on various projects. We need to contact the university development office and most universities have a man in charge of federal programs. We need to get to this man and become thoroughly informed as to how he can help us and what we should do and should not do. The others in the university development office who have a great deal of contact with our various state groups can inform us who to get in touch with.

We need to meet with our teacher education council and go over with them in a unified, coordinated, and integrated way all of the federal program which will aid teacher education. We need to appoint a committee from that council to try to coordinate all of these projects so that we can be working hand in hand and get the benefit of all the brains that we can possibly get from the teacher education council or whatever council you have along this line.

We need to sit down with the president of our university and with the dean and go over with them some of the things we have learned here and talk over with him some of the things we would like to do. We would like to get their permission to move forward to more study and toward the organization of more projects. At least get their approval in the very beginning and not wait until we have done a great deal of work and then find out we have done it for naught.

We need to develop a research file on the state level of all these people whom we must work with and with whom we must coordinate all of these programs, so that in an emergency at the last minute we won't be hunting for offices to contact and people to call.

Then we need a file of university projects--of those departments or schools within the university who have had successful projects funded by the federal government. We need to sit down with them and talk the situation over with them. I think they can help us eliminate many of the problems that we'll have later on.

By all means, we must keep in mind the uniqueness of our own university in selecting our topics and defining our topics. This would especially be true at a private school or a denominational school. We are obligated to submit a high quality project that is challenging, that may be ahead of our time, that's going to meet the future needs of our particular field. It must be one of the highest order and maybe we need to use some other qualities or insights here that so far we haven't been able to use.

I'm reminded of the story of the baby skunks. The mother named one of them In and the other Out. One day In and Out went out to play. Before long Out came in without In and Mother Skunk said, "Out, where is In?" He said, "In is out." "Well, go out and look for In." So Out went out to look for In. Before you could say "presto chango," Out came in with In. Mother Skunk was quite amazed. She said, "Out, tell me how you knew where to find In." Out said one word, "Instincts." Sometimes we need to use instinct in developing some of our projects to avoid a project that stinks.

We ought to share our ideas with other colleges and then we need a statewide meeting of colleges on federal support. One of the first things I'm going to do when I get back to Texas is to call a meeting of the Southwest Conference physical education directors. We are going to go over these programs and determine how we can spread the knowledge to other colleges in Texas. Here the larger colleges ought to take the leadership in spreading the good news. I think that this could be done in your state as well. We are going to have to push our preparation if we are going to be ready by July 1.

I would like to mention one other thing. Your city may be a demonstration city. Waco was fortunate to be selected as a demonstration city. As a member of the city council I've been involved in that quite actively. If your city is selected by HUD as a demonstration city, you are going to find that your college is going to be involved tremendously--every department, every phase of your university is going to be involved. We are involved at the present time in a demonstration city program of some $60 to $70 million. Our department was asked to serve along with all departments of the university. The president appointed a full-time person to help in the Waco demonstration program. The university is paying the salary of this man to help in the city. Many of these projects can render quite a contribution. We've donated our services and we've been able to work out recreation programs, planning recreation buildings and supplying personnel to staff these buildings and other things. These projects are not the only way in which you can help and in which you can achieve some of the things you want to achieve. If any of these projects come into your city, and I am sure they will, find out some way in which to do help. The strength of our institutions of higher learning is not in their ability to produce great masses of college graduates or great research material, but rather in the character of the faculty members in those institutions. Certainly, the character of the faculty members in our field is outstanding and I have great hopes for the future in our professional field, especially with the aid we are getting here.

IMPLEMENTATION: A FINAL WORD

Ethel G. Brown (Conference Director)
Director of Public Education and School Relations
The National Foundation
New York, New York

Excellent summaries have been presented covering a great deal of discussion about implementation of the federal support programs for our schools and colleges. Certain points have been hit over and over again. In particular, there have been a number of references to an inventory of needs of establishment of priorities. J. Graham Sullivan told us that we are considering the total needs of children in education. Of course, you have always had the challenge of establishing the reasons why the work that you do in health, physical education, and recreation does contribute to the educational progress of the child and his total living, but perhaps in these days your challenge is even greater. This is why we need visibility. This is why we need to consider what we are doing that is quality and what contribution it has to make to the total program. It appears to be as simple as that.

Dr. Sullivan said it in several different ways and other speakers have also emphasized the contributions that your fields make. They are clear--but they need to be established and reestablished in the local communities and in the nation if you are to accomplish what you would like.

The work groups have outlined a variety of eminently worthwhile suggestions for next steps. These can be readily adapted to the needs of colleges and universities, state departments, counties, and local school districts. Significantly, the reports indicated that it is imperative that there be close and continuing communication among these levels of interest, for unilateral approach to implementation without interagency discussion will minimize the effectiveness of the total field.

A great compliment has been paid to you by the Symposium speakers who have positions of importance in education and other fields. They think you have something to contribute and that is why they came to talk to you. That is why they will welcome your soliciting their interest and support in the future.

APPENDIX

U.S. OFFICE OF EDUCATION (HEW)
REGIONAL OFFICES

Region	Address	States in Region
I	John F. Kennedy Federal Bldg. Government Center Boston, Massachusetts 02203	Conn., Me., Mass., N.H., R.I., Vt.
II	42 Broadway (Rm. 1200) N.Y., N.Y. 10004	Del., N.J., N.Y., Pa.
III	220 7th St., NE. Charlottesville, Va. 22901	Ky., Md., N.C., D.C. Puerto Rico, Virgin Islands, Va., W. Va.
IV	50 7th St., NE. (Rm 404) Atlanta, Ga. 30323	Ala., Fla., Ga., Miss., S.C., Tenn.
V	New P.O. Bldg. (Rm 712) 433 W. Van Buren St. Chicago, Ill. 60607	Ill., Ind., Mich., Ohio, Wisconsin
VI	601 East 12th St. Kansas City, Mo. 64106	Iowa, Kansas, Minn., Mo., Neb., N.D., S.D.
VII	1114 Commerce St. Dallas, Texas 75202	Ark., La., N.M., Okla., Texas
VIII	Federal Office Bldg. (Rm 9017) 19th & Stout St. Denver, Colorado 80202	Colo., Idaho, Mont., Utah, Wyoming
IX	Federal Office Bldg. 50 Fulton St. San Francisco, Calif. 94102	Alaska, Amer. Samoa, Ariz., Calif., Guam, Hawaii, Nev., Ore., Wash.

FOOD AND DRUG ADMINISTRATION FIELD OFFICES

ATLANTA FIELD OFFICE
William B. Logan, Director
1831 Peachtree Road, N.E.
Atlanta, Georgia 30309

Alabama, Florida, Georgia,
Mississippi, South Carolina,
Tennessee

BALTIMORE FIELD OFFICE
Paul J. Creamer, Director
401 Water Street
Baltimore, Maryland 21202

District of Columbia, Kentucky,
Maryland, North Carolina,
Virginia, West Virginia

BOSTON FIELD OFFICE
Richard A. Callahan, Director
J.F. Kennedy Federal Building
Suite E-311
Boston, Massachusetts 02203

Connecticut, Maine
Massachusetts, New Hampshire
Rhode Island, Vermont

CHICAGO FIELD OFFICE
Otto G. Heinecke, Director
Suite 1700, Engineering Bldg.
205 West Wacker Drive
Chicago, Illinois 60606

Illinois, Indiana, Michigan,
Ohio, Wisconsin

DALLAS FIELD OFFICE
Robert N. Hinds, Director
1114 Commerce Street
Dallas, Texas 75202

Arkansas, Louisiana
Oklahoma, New Mexico,
Texas

DENVER FIELD OFFICE
John S. Healey, Director
228 New Customs House
712 19th Street
Denver, Colorado 80202

Colorado, Idaho, Montana,
Utah, Wyoming

KANSAS CITY FIELD OFFICE
Evert L. Atkinson, Director
U.S. Courthouse, Room 225
811 Grand Avenue
Kansas City, Missouri 64106

Iowa, Kansas, Minnesota,
Missouri, Nebraska, North
Dakota, South Dakota

LOS ANGELES FIELD OFFICE
Patrick W. Fuller, Director
714 W. Olympic Blvd., Room 1010
Los Angeles, California 90015

Alaska, Arizona, California,
Hawaii, Nevada, Oregon,
Washington

NEW YORK FIELD OFFICE
Edward T. Kelly, Director
201 Varick Street
New York, New York 10014

Delaware, New Jersey, New
York, Pennsylvania, Puerto
Rico, Virgin Islands

ERIC CENTERS

The Educational Resources Information Center (ERIC) is a nationwide network comprising a central staff at the Office of Education and decentralized information centers, or clearinghouses, that are focused upon specific substantive areas of education. The centers select and acquire significant research and research-related materials so they can inform others about the developments in their respective areas. Clearinghouses have been contributing the best and most timely of their research materials to ERIC's centralized document collection for announcement in RESEARCH IN EDUCATION, for availability through the ERIC Document Reproduction Service, and for computer storage and retrieval.

To perform effectively, the ERIC centers need assistance from specialists in the educational community who can notify them when new projects are undertaken and send them documented results when projects are completed. Persons wishing to submit reports of significance to ERIC should contact the directors of the appropriate centers. The directors can provide more information about the subjects involved, materials desired, and the services available.

For referral purposes, the addresses of the eighteen ERIC clearinghouses are listed below alphabetically by State.

California

ERIC Clearinghouse on Educational Media and Technology, Institute for Communication Research, Stanford University, Stanford, California 94305

ERIC Clearinghouse on Junior Colleges, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles, California 90024

District of Columbia

ERIC Clearinghouse on Linguistics, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D. C. 20036

ERIC Clearinghouse on Exceptional Children, Council for Exceptional Children, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20036

Illinois

ERIC Clearinghouse on the Teaching of English, National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820

ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania, Urbana, Illinois 61801

Indiana

ERIC Clearinghouse on Reading, Indiana University, 204 Pine Hall, Bloomington, Indiana 47401

Michigan

ERIC Clearinghouse on Counseling and Personnel Services, University of Michigan, Ann Arbor, Michigan 48104

Minnesota

ERIC Clearinghouse on Library and Information Sciences, Center for Documentation Information Retrieval, University of Minnesota, Minneapolis, Minnesota 55455

New Mexico

ERIC Clearinghouse on Rural Education and Small Schools, Box AP, University Park Branch, New Mexico State University, Las Cruces, New Mexico 88001

New York

ERIC Clearinghouse on the Disadvantaged, Yeshiva University, 55 Fifth Avenue, New York, New York 10003
ERIC Clearinghouse on School Personnel, City University of New York, 33 West 42nd Street, New York, New York 10036
ERIC Clearinghouse on the Teaching of Foreign Languages, Modern Language Association of America, 62 Fifth Avenue, New York, New York 10011
ERIC Clearinghouse on Adult Education, Syracuse University, 107 Roney Lane, Syracuse, New York 13210

Ohio

ERIC Clearinghouse on Science Education, Ohio State University, 1460 West Lane Avenue, Columbus, Ohio 43221
ERIC Clearinghouse on Vocational and Technical Education, Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212

Oregon

ERIC Clearinghouse on Educational Administration, University of Oregon, Eugene, Oregon 97403

Wisconsin

ERIC Clearinghouse on Educational Facilities, University of Wisconsin, 606 State Street, Madison, Wisconsin 53703

REGIONAL EDUCATIONAL LABORATORIES

(December 1967)

AEL
Dr. Benjamin Carmichael
Appalachia Educational Laboratory
P. O. Box 1348
Charleston, West Virginia 25325
304-344-8371

CAREL
Dr. C. Taylor Whittier
Central Atlantic Regional
Educational Laboratory
1200 17th Street, N.W.
Washington, D. C. 20036
202-293-1150

CEMREL
Dr. Wade M. Robinson
Central Midwestern Regional
Educational Laboratory
10646 St. Charles Rock Road
St. Ann, Missouri 63074
314-429-3535

CERLI
Dr. David Jackson
Cooperative Educational
Research Laboratory, Inc.
540 West Frontage Road
Northfield, Illinois 60093
312-273-2444

CUE
Dr. Robert Dentler
Center for Urban Education
33 West 42nd Street
New York, New York 10036
212-244-0300

ERIE
Dr. Sidney Archer
Eastern Regional Institute for
Education
635 James Street
Syracuse, New York 13203
315-474-5321

FWREL
Dr. John Hemphill
The Far West Laboratory for Educational
Research and Development
Claremont Hotel
1 Garden Court
Berkeley, California 94705
415-841-9710

EDC
Dr. Arthur Singer
Educational Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02158
617-969-7100

McREL
Dr. Robert S. Gilchrist
Mid-Continent Regional Educational
Laboratory
104 East Independence Avenue
Kansas City, Missouri 64108
816-221-8686

MOREL
Dr. Stuart Rankin
Michigan-Ohio Regional Educational
Laboratory
3750 Woodward Avenue, Room 1408
Detroit, Michigan 48201
313-833-1320

NWREL
Dr. Larry Fish
Northwest Regional Educational
Laboratory
400 Lindsay Building
710 Southwest 2nd Avenue
Portland, Oregon 97204
503-224-3650

RBS
Dr. James W. Becker
Research for Better Schools, Inc.
121 South Broad Street
Philadelphia, Pennsylvania 19107
215-546-6050

RELCV
Dr. Everett Hopkins
Regional Educational Laboratory
for the Carolinas and Virginia
Mutual Plaza
Durham, North Carolina 27701
919-688-8057

RMEL
Dr. James Thrasher
Rocky Mountain Regional
Educational Laboratory
1620 Reservoir Road
Greeley, Colorado 80631
303-353-6350

SCREL
Dr. Gwendel Nelson
South Central Regional Educational
Laboratory Corporation
Box 841
Little Rock, Arkansas 72201
501-376-4641

SEL
Dr. Robert Hopper
Southeastern Educational
Laboratory
3450 International Boulevard
Hapeville, Georgia 30054
404-766-0951

SWCEL
Dr. Paul Petty
Southwestern Cooperative Educational
Laboratory
117 Richmond Drive, N.E.
Albuquerque, New Mexico 87106
505-277-5221

SWEDL
Dr. Edwin Hindsman
Southwest Educational Development
Laboratory
800 Brazos Street
Austin, Texas 78767
512-476-6861

SWRL
Dr. Richard Schutz
Southwest Regional Educational
Laboratory
11300 LaCienega Boulevard
Inglewood, California 90304
213-776-3800

UMREL
Dr. John Prasch
Upper Midwest Regional Educational
Laboratory, Inc.
2698 University Avenue
St. Paul, Minnesota 55114
612-645-0526

RESEARCH AND DEVELOPMENT CENTERS
(September 1967)

BUREAU NUMBER	CENTER	DIRECTOR	ADDRESS	TELEPHONE
5-0253	Learning Research and Development Center	Robert Glaser	208 M.I. Building University of Pittsburgh Pittsburgh, Pa. 15213	A.C. 412 621-3500 Ext.7554
5-0217	Center for the Advance Study of Educational Administration	Roland J. Pellegrin	University of Oregon Eugene, Oregon 97403	A.C. 503 342-1411
5-0216	Center for Research and Development for Cognitive Learning	Herbert J. Klausmeier	The Univ. of Wisconsin 1404 Regent Street Madison, Wis. 53703	A.C. 608 262-4858
5-0250	Research and Development Center in Educational Stimulation	Warren G. Findley	Fain Hall University of Georgia Athens, Georgia 30601	A.C. 404 542-1656
5-0249	Research and Development Center in Teacher Education	Robert F. Peck	303 Sutton Hall University of Texas Austin, Texas 78712	A.C. 512 471-3933
5-0252	Stanford Center for Research and Development in Teaching	Robert N. Bush N. L. Gage	Stanford University 770 Welch Road Palo Alto, Calif. 94304	A.C. 415 321-2300 Ext.4723
5-0248	Center for Research and Development in Higher Education	Leland L. Medsker	University of California Berkeley, Calif. 94720	A.C. 415 845-6000 Ext.3896
6-1646	Center for the Study of the Evaluation of Instructional Programs	Erick L. Lindman Merlin C. Wittrock	University of California Los Angeles, Calif. 90024	A.C. 213 478-9711 Ext.3115
6-1610	Center for the Study of Social Organization of Schools	Edward L. McDill	The John Hopkins Univ. Baltimore, Maryland 21218	A.C. 301 467-3300 Ext.1227-8

REGIONAL DIRECTORS OF EDUCATIONAL RESEARCH
(December 1967)

Region I: Connecticut, Maine, Mass., N.H., R.I., Vermont

Dr. Richard V. McCann
Director, Educational Research
Office of Education/DHEW
John Fitzgerald Kennedy Fed. Bldg.
Boston, Mass. 02203
Phone: 617-223-7246

Region II: Delaware, N.J., N.Y., Pa.

Dr. John Sokol
Director, Educational Research
Office of Education/DHEW
42 Broadway
New York, N. Y. 10004
Phone: 212-264-4370

Region III: Kentucky, Md., N.C., Puerto Rico, Va., Virgin Islands, W.Va., D.C.

Mr. John A. Morrow
Director, Educational Research
Office of Education/DHEW
220 Seventh Street, N.E.
Charlottesville, Va. 22901
Phone: 703-296-1239

Region IV: Ala., Fla., Ga., Miss., S.C., Tenn.

Mr. Theodore Abell
Director, Educational Research
Office of Education/DHEW
50 Seventh St., N.E.
Atlanta, Ga. 30323
Phone: 404-526-5087

Region V: Ill., Ind., Mich., Ohio, Wis.

Mr. Joseph A. Murnin
Director, Educational Research
Office of Education/DHEW
New Post Office Bldg.
433 West Van Buren Street
Chicago, Ill. 60607
Phone: 312-828-5147

Region VI: Iowa, Kan., Minn., Mo., Neb., N.D., S.D.

Dr. W. Phillip Hefley
Director, Educational Research
Office of Education/DHEW
601 East 12th Street
Kansas City, Missouri 64106
Phone: 816-374-3337 or 3336

Region VII: Ark., La., N.M., Okla., Texas

Dr. Harold A. Haswell
Director, Educational Research
Office of Education/DHEW
1114 Commerce Street
Dallas, Texas 75202
Phone: 214-749-2635

Region VIII: Colo., Idaho, Mont., Utah, Wy.

Dr. Lewis R. Crum
Director, Educational Research
Office of Education/DHEW
Federal Office Building
19th & Stout Streets
Denver, Colorado 80202
Phone: 303-297-3183

Region IX: Alaska, Ariz., Calif., Guam, Hawaii, Nev., Oregon, Wash.

Dr. Walter Hirsch
Director, Educational Research
Office of Education/DHEW
Federal Office Building
50 Fulton Street Rm. 250
San Francisco, Calif. 94102
Phone: 415-556-8984

TITLE I ESEA COORDINATORS
(December 29, 1967)

ALABAMA

Mr. William E. Mellown
Coordinator of Title I, ESEA
State Department of Education
Montgomery, Alabama 36104

Phone: 205 265-2363 x3357

ALASKA

Mr. Nathaniel H. Cole
Coordinator, Federal Programs
State Department of Education
326 Alaska Office Building
Juneau, Alaska 99801

Phone: 907 586-5255

ARIZONA

Mr. Wayne Taysom, Director
State Federal Programs
State Dept. of Public Instruction
1333 West Camelback
Phoenix, Arizona 85103

Phone: 602 271-5235

ARKANSAS

Mr. William H. Moore
Associate Commissioner for
Federal Programs
State Department of Education
Suite 234
7509 Cantrell Road
Little Rock, Arkansas 72207

Phone: 501 663-1364

CALIFORNIA

Dr. Wilson C. Riles
Director of Compensatory Education
State Department of Education
Sacramento, California 95814

Phone: 916 445-2590

COLORADO

Mr. Ward Vining, Director
Title I, ESEA and PL 815-874
State Department of Education
Denver, Colorado 80203

Phone: 303 AC2-9911

CONNECTICUT

Dr. Alexander J. Plante
Coordinator of Title I, ESEA
State Department of Education
Hartford, Connecticut 06115

Phone: 203 527-6341 x2788

DELAWARE

Mrs. Audrey Doberstein
Coordinator of Title I, ESEA
State Department of Public Instruction
Dover, Delaware 19901

Phone: 302 734-5711 x547

DISTRICT OF COLUMBIA

Dr. Joseph Carroll
Coordinator of Title I, ESEA
Franklin Administration Building
13th and K Streets, NW.
Washington, D. C. 20009

Phone: 202 783-6111 x220

FLORIDA

Mr. John Wheeler
Coordinator of Title I, ESEA
State Department of Education
219 West Jefferson Street
Tallahassee, Florida 32304

Phone: 904 599-5825

GEORGIA

Mr. R. C. Beemon
Coordinator of Title I, ESEA
State Department of Education
50 Whitehall Street, SW.
Atlanta, Georgia 30334

Phone: 404 688-2390 x465

HAWAII

Mrs. Elizabeth M. Tapscott
Program Director of Title I,
PL 89-10
Hawaii Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Phone: 808 507-711 x582

IDAHO

Mr. Loren Hicks
Director of Title I, PL 89-10
State Department of Education
Boise, Idaho 83702

Phone: 208 344-5811 x248

ILLINOIS

Dr. Noah S. Neace
Director of Title I, ESEA
Office of Supt. of Public Instruction
316 South Second Street
Springfield, Illinois 62706

Phone: 217 525-6036

INDIANA

Mr. Benjamin F. Rice
Coordinator of Title I, ESEA
State Department of Public Instruction
309 West Washington Street
Indianapolis, Indiana 46204

Phone: 317 ME3-4223

IOWA

Mr. R. F. Van Dyke
Coordinator of Title I, ESEA
Department of Public Instruction
217 Seventh Street
Des Moines, Iowa 50319

Phone: 515 281-5313

KANSAS

Mr. Henry A. Parker
Director of Title I, ESEA
State Dept. of Public Instruction
Kansas State Education Building
120 East 10th Street
Topeka, Kansas 66612

Phone: 913 CE5-0011 x8103

KENTUCKY

Mr. Fred Williams
Coordinator of Title I, ESEA
State Department of Education
Frankfort, Kentucky 40601

Phone: 502 564-3301

LOUISIANA

Mr. Snyder Caldwell
Director, Federally Assisted Programs
State Department of Education
Baton Rouge, Louisiana 70804

Phone: 504 389-5291

MAINE

Mr. Joseph J. Devitt
Coordinator of Title I, ESEA
State Department of Education
Augusta, Maine 04330

Phone: 207 623-4511 x786

MARYLAND

Mr. Thomas Pyles
Coordinator of Title I, ESEA
State Department of Education
301 West Preston Street
Baltimore, Maryland 21201

Phone: 301 383-3010 x475

MASSACHUSETTS

Mr. Robert Jeffery (Acting)
Coordinator of Title I, ESEA
State Department of Education
182 Tremont Street
Boston, Massachusetts 02116

Phone: 617 727-5754

MICHIGAN

Mr. Louis Kocsis, Chief
Compensatory Education
State Department of Education
Lansing, Michigan 48902

Phone: 517 373-3666

MINNESOTA

Mr. Jack Hanson
Title I Administrator
Centennial Office Building
State Department of Education
St. Paul, Minnesota 55101

Phone: 612 221-2181

MISSISSIPPI

Mr. W. L. Hearn
Coordinator of Title I, ESEA
State Department of Education
P. O. Box 771
Jackson, Mississippi 39205

Phone: 601 355-9361 x280

MISSOURI

Mr. John W. Alberty
Director, Title I, ESEA
State Department of Education
P. O. Box 480
Jefferson City, Missouri 65101

Phone: 314 635-8125

Mr. P. J. Newell, Jr.
Assistant Commissioner
Division of Instruction
State Department of Education
Jefferson City, Missouri 65101

Phone: 314 635-8125

Mr. John T. Lawrence
Coordinator of PL 89-10
State Department of Education
Jefferson City, Missouri 65101

MONTANA

Mr. Ralph S. Hay, Director
Division of Services Development
State Department of Education
Helena, Montana 59601

Phone: 406 442-3260 x331

NEBRASKA

Mr. Robert E. Dyke
Director of Title I, ESEA
State Department of Education
State Capitol Building
Lincoln, Nebraska 68509

Phone: 402 477-5211 x370

NEVADA

Mr. James Kiley, Director
Federal Relations and Programs
State Department of Education
Carson City, Nevada 89701

Phone: 702 882-7324 or 7329

NEW HAMPSHIRE

Mr. Paul Fillion
Coordinator of Title I, ESEA
State Department of Education
State House Annex
Concord, New Hampshire 03301

Phone: 603 225-6611 x275

Mr. William C. Sterling
Director of Title I, ESEA
State Department of Education
64 North Main Street
Concord, New Hampshire 03301

Phone: 603 225-6611 x264

NEW JERSEY

Mr. John F. Flynn
Coordinator of Title I, ESEA
State Department of Education
225 West State Street
Trenton, New Jersey 08625

Phone: 609 292-5790

NEW MEXICO

Dr. Mildred K. Fitzpatrick
Chairman, Title I, ESEA Services
State Department of Education
Santa Fe, New Mexico 87501

Phone: 505 827-2441

NEW YORK

Dr. Irving Ratchick
Coordinator of Title I, ESEA
State Education Department
Albany, New York 12224

Phone: 518 GR4-6659, 6559, 5623

NORTH CAROLINA

Dr. Joseph Johnston
Coordinator of Title I, ESEA
State Department of Public Instruction
Raleigh, North Carolina 27602

Phone: 919 829-7665

NORTH DAKOTA

Mr. Warren Pederson
Coordinator of Title I, ESEA
State Department of Public Instruction
Bismarck, North Dakota 58501

Phone: 701 223-8000 x496

OHIO

Mr. Arlie E. Cox
Chief, Program Section
State Department of Education
3201 Alberta Street
Columbus, Ohio 43204

Phone: 614 469-4161

Mr. Russell Working
Chief, Services Section
State Department of Education
3201 Alberta Street
Columbus, Ohio 43204

Phone: 614 469-4161

Mr. James Miller
Chief, Special Programs Section
State Department of Education
3201 Alberta Street
Columbus, Ohio 43204

Phone: 614 469-4161

Mr. Raymond A. Horn
Director, Division of Federal
 Assistance
State Department of Education
State Office Building, Room 605
65 South Front Street
Columbus, Ohio 43215

Phone: 614 469-2223

OKLAHOMA

Mr. Jack L. Taylor
Director of Title I, ESEA
State Department of Education
Oklahoma City, Oklahoma 73105

Phone: 405 521-3315

OREGON

Mr. Dale Skewis
Coordinator, ESEA, Title I
State Department of Education
Salem, Oregon 97310

Phone: 503 364-2171 x1608

Dr. Austin Haddock
Director, Title I, ESEA
State Department of Education
Salem, Oregon 97310

Phone: 503 364-2171 x1608

PENNSYLVANIA

Mr. Herbert J. Edwards
Coordinator of Title I, ESEA
P. O. Box 911
State Department of Public Instruction
Harrisburg, Pennsylvania 17126

Phone: 717 787-7654

RHODE ISLAND

Mr. Edward T. Costa
Coordinator of Title I, ESEA
State Department of Education
Roger Williams Building, Hayes Street
Providence, Rhode Island 02908

Phone: 401 521-7100 x821

SOUTH CAROLINA

Mr. Gary Ashley
Coordinator of Title I, ESEA
State Department of Education
Columbia, South Carolina 29201

Phone: 803 758-3471

SOUTH DAKOTA

Mr. Lyndon M. Loken
Coordinator of Title I, ESEA
State Department of Public Instr.
Pierre, South Dakota 57501

Phone: 605 224-5911 x443

TENNESSEE

Mr. Ervin H. Thomas
Coordinator of Title I, ESEA
State Department of Education
Room 142, Cordell Hull Building
Nashville, Tennessee 37219

Phone: 615 741-2927

TEXAS

Mr. R. E. Slayton
Director, Division of
Compensatory Education
Texas Education Agency
Austin, Texas 78711

Phone: 512 475-4126

UTAH

Mr. N. Craig Kennington
Specialist, Title I, ESEA
State Department of Public
Instruction
Salt Lake City, Utah 84114

Phone: 801 328-5061

VERMONT

Mr. Walter D. Gallagher
Coordinator of Title I, ESEA
State Department of Education
Montpelier, Vermont 05602

Phone: 802 223-2311 x515

VIRGINIA

Mr. Robert W. Sparks
Coordinator of Title I, ESEA
State Board of Education
Richmond, Virginia 23216

Phone: 703 770-3179

WASHINGTON

Mr. Richard Boyd
Program Coordinator, Title I
Office of the State Superintendent
of Public Instruction
Olympia, Washington 98501

Phone: 206 753-6764

Mr. Robert G. Lindemuth
Director, Federal Programs
Office of the State Superintendent
of Public Instruction
Olympia, Washington 98501

Phone: 206 753-6764

WEST VIRGINIA

Mr. Virgil H. Stewart
Coordinator of Title I, ESEA
State Department of Education
State Capitol Building, Room W-127
Charleston, West Virginia 25305

Phone: 304 348-2701

WISCONSIN

Mr. Frank N. Brown
Administrator of Title I, ESEA
State Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53703

Phone: 608 266-2699

WYOMING

Mr. Merle V. Chase
Director, Federal Programs
State Department of Education
Cheyenne, Wyoming 82001

Phone: 307 777-7343

AMERICAN SAMOA

Honorable Roy D. Coff
Director of Education
Department of Education
Pago Pago, Tutuila
American Samoa 96920

Mr. Albert M. Lampe
Assistant Director of Education
Administration
Department of Education
Government of American Samoa
Pago Pago, Samoa 96920

GUAM

Honorable L. P. Martin
Director of Education
Department of Education
Agana, Guam 96910

Phone: 773-2988

PUERTO RICO

Dr. Marie I. de Jesus Figueroa
Coordinator of Federal Programs
Department of Education
Hato Rey, Puerto Rico 00900

Phone: 767-3893

TRUST TERRITORIES

Mr. Sam Murphy
Federal Program Officer
Department of Education
Trust Territory of the Pacific Islands
Saipan, Mariana Islands 96950

VIRGIN ISLANDS

Mr. John Brown
Director, Federal Aid Programs
Department of Education
Charlotte Amalie, St. Thomas
Virgin Islands 00802

Phone: 774-5394

TITLE III ESEA COORDINATORS
(August 1967)

ALABAMA

Mr. Billy Mellown
Coordinator, Title III ESEA
State Department of Education
Montgomery, Alabama 36104
Phone: AC 205 - 265-2341, Ext. 3357

ALASKA

Mr. Nathaniel H. Cole
Supervisor, Science and Mathematics
State Department of Education
Juneau, Alaska 99801
Phone: AC 907 - 586-5255

ARIZONA

Mr. Wayne Taysom
Coordinator of Federal Programs
State Department of Public Instruction
Phoenix, Arizona 85007
Phone: AC 602 - 271-4900

ARKANSAS

Mr. Billy Ray Pate
Supervisor
State Department of Education
Little Rock, Arkansas 72201
Phone: AC 501 - MO 3-9417

CALIFORNIA

Dr. Donald W. Johnson
Director Program Planning and Development
State Department of Education
Sacramento, California 95814
Phone: AC 916 - 445-9317

COLORADO

Dr. Russell B. Vlaanderen
Director, Research and Development
State Department of Education
Denver, Colorado 80203
Phone: AC 303 - 222-9911, Ext. 2259 or 2209

CONNECTICUT

Dr. Roger Richards
Title III Consultant, Office of Program Development
State Department of Education
Hartford, Connecticut 06115
Phone: AC 203 - 527-6341, Ext 2931

DELAWARE

Mr. Dennis Miller
Coordinator, Title III ESEA
State Department of Education
Dover, Delaware 19901
Phone: AC 302 - 734-5711, Ext. 484

DISTRICT OF COLUMBIA

Dr. Mildred Cooper
Coordinator, Title III
Department of Research
Budget and Legislation
D. C. Public Schools
1411 K St., N.W., Room 1444
Washington, D. C. 20005
Phone: AC 202 - ST 3-6111

FLORIDA

Mr. Leo Howell
Coordinator, Title III ESEA
State Department of Education
Tallahassee, Florida 32304
Phone: AC 904 - 599-5825

GEORGIA

Mr. Robert N. Shigley
Director, Program for Educational
Improvement
Office of Instructional Services
State Department of Education
Atlanta, Georgia 30334
Phone: AC 404 - 688-2390, Ext. 435

HAWAII

Dr. William Savard
Director of Research
Office of the Superintendent
State Department of Education
Honolulu, Hawaii 96804
Phone: AC 808 - 563-822

IDAHO

Mr. Alvin Luke
Deputy Superintendent, Finance
State Department of Education
Boise, Idaho 83702
Phone: AC 208 - 344-5811, Ext. 252

ILLINOIS

Mr. Lyndan B. Wharton
Coordinator, Title III ESEA
State Department of Public Instruction
Springfield, Illinois 62706
Phone: AC 217 - 525-4664

INDIANA
Mrs. Corinne Walker
Coordinator, Title III ESEA
State Department of Public Instruction
Indianapolis, Indiana 46206
Phone: AC 317 - ME 3-4223

IOWA
Dr. Richard Brooks
Administrative Assistant
State Department of Public Instruction
Des Moines, Iowa 50319
Phone: AC 515 - 281-5294

KANSAS
Mr. U. H. Budd
Coordinator of Federal Programs
State Department of Public Instruction
Kansas State Education Building
120 East 10th Street
Topeka, Kansas 66612
Phone: AC 913 - 235-0011, Ext. 8167

KENTUCKY
Mr. Louis Johnson
Coordinator, Title III ESEA
State Department of Education
Frankfort, Kentucky 40601
Phone: AC 502 - 564-2500, Ext. 4368

LOUISIANA
Mr. Clyde Madden
Supervisor, Title III ESEA
State Department of Education
Baton Rouge, Louisiana 70804
Phone: AC 504 - 348-4991

MAINE
Dr. Joseph Devitt
Chief, Bureau of Secondary Education and Special Projects
State Department of Education
Augusta, Maine 04330
Phone: AC 207 - 623-4511, Ext. 785

MARYLAND
Dr. Howard C. Allison
State Title III Supervisor
State Department of Education
Baltimore, Maryland 21201
Phone: AC 301 - 837-9006, Ext. 8928

MASSACHUSETTS
Mr. Joseph Bastable
Title III Coordinator
State Department of Education
Boston, Massachusetts 02116
Phone: AC 617 - 267-9650, Ext. 16

MICHIGAN

Mr. Don E. Goodson
Consultant, Elementary Education
State Department of Public Instruction
Lansing, Michigan 48902
Phone: AC 517 - 373-3302

MINNESOTA

Mr. Sigurd Ode
Assistant to the Commissioner
State Department of Education
St. Paul, Minnesota 55101
Phone: AC 612 - 221-2774

MISSISSIPPI

Mr. W. S. Griffin
Director, Administration and Finance
State Department of Education
Jackson, Mississippi 39205
Phone: AC 601 - 355-9361, Ext. 577

MISSOURI

Mr. John T. Lawrence
Coordinator, Federal Programs
State Department of Education
Jefferson City, Missouri 65102
Phone: AC 314 - 635-8125

MONTANA

Mr. Harold Rehmer
Coordinator, Title III
State Department of Public Instruction
Helena, Montana 59601
Phone: AC 406 - 442-3260, Ext. 331

NEBRASKA

Mr. Jack Krueger
Coordinator of Federal Programs
State Department of Education
Lincoln, Nebraska 68509
Phone: AC 402 - 477-5211, Ext. 370

NEVADA

Mr. James Killey
Director of Federal Programs
State Department of Education
Carson City, Nevada 89701
Phone: AC 702 - 882-7331

NEW HAMPSHIRE

Dr. Alice A. D. Baumgarner
Director of Arts Education
State Department of Education
Concord, New Hampshire 03301
Phone: AC 603 - 225-6611, Ext. 324

NEW JERSEY

Mr. Robert Ward
Coordinator, P. L. 89-10
State Department of Education
Trenton, New Jersey 08625
Phone: AC 609 - 292-4462

NEW MEXICO

Mr. Woodward Mayhon
Director, Statistics
State Department of Education
Santa Fe, New Mexico 87501
Phone: AC 505 - 827-2492

NEW YORK

Dr. Norman Kurland
Coordinator, Title III ESEA
State Department of Education
Albany, New York 12201
Phone: AC 518 - 474-3637

NORTH CAROLINA

Mr. John Good
Coordinator, Title III ESEA
State Department of Public Instruction
Raleigh, North Carolina 27602
Phone: AC 919 - 829-3654

NORTH DAKOTA

Mr. A. R. Nestoss
Deputy Superintendent
State Department of Public Instruction
Bismarck, North Dakota 58501
Phone: AC 701 - 223-8000, Ext. 262

OHIO

Mr. R. A. Horn
Coordinator, Federal Assistance Programs
and
Mr. Blutcher P. Gibson
Assistant Director, Federal Assistance Programs
State Department of Education
Columbus, Ohio 43215
Phone: AC 614 - 469-3304

OKLAHOMA

Mr. J. Floyd Thompson
Coordinator, Title III ESEA
State Department of Education
310 Will Rogers Bldg.
Oklahoma City, Oklahoma 73105
Phone: AC 405 - JA 1-3317

OREGON

Dr. James B. Ellingson
State Department of Education
Salem, Oregon 97310
Phone: AC 364 -2171, Ext. 1606

PENNSYLVANIA
Mr. Patrick Toole
Coordinator, Title III ESEA
State Department of Public Instruction
Harrisburg, Pennsylvania 17126
Phone: AC 717 - 787-3976

RHODE ISLAND
Dr. Grace M. Glynn
Associate Commissioner of Education
State Department of Education
Providence, Rhode Island 02908
Phone: AC 401 - 521-7100

SOUTH CAROLINA
Mr. Michael V. Woodall
Coordinator, Title III ESEA
State Department of Education
Rutledge Building
Columbia, South Carolina 29201
Phone: AC 803 - 758-3471

SOUTH DAKOTA
Mr. Ervin Peregrine
Coordinator of State-Federal Programs
State Department of Public Instruction
Pierre, South Dakota 57501
Phone: AC 605 - 224-5911, Ext. 246

TENNESSEE
Mr. Roy Jones
Coordinator, Title III ESEA
State Department of Education
Nashville, Tennessee 37219
Phone: AC 615 - 741-2586

TEXAS
Dr. Rogers Barton
Executive Director
Office of Innovation and Assessment
Texas Education Agency
Austin, Texas 78711
Phone: AC 512 - GR 5-2066

UTAH
Dr. Lerue Winget
Deputy Superintendent for Instruction
State Department of Public Instruction
Salt Lake City, Utah 84114
Phone: AC 801 - 328-5433

VERMONT
Dr. Richard S. Staudt
Director, Professional Services
State Department of Education
Montpelier, Vermont 05602
Phone: AC 802 - 223-2311, Ext. 411

VIRGINIA

Mr. Alfred L. Wingo
Special Assistant to the Superintendent of Public Instruction
and
Mrs. Jane Ownes
Coordinator, Title III ESEA
State Board of Education
Richmond, Virginia 23216
Phone: AC 703 - MI 4-4111, Ext. 2901

WASHINGTON

Mr. Rich Boyd
Title III Coordinator
State Department of Public Instruction
Olympia, Washington 98501
Phone: AC 206 - 753-6749

WEST VIRGINIA

Mr. Gene Maguran
Administrator NDEA and Title III ESEA
State Department of Education
Charleston, West Virginia 25305
Phone: AC 304 - 348-3456, Ext. 2716

WISCONSIN

Mr. Russell Way
Coordinator, Title III ESEA
State Department of Public Instruction
Madison, Wisconsin 53702
Phone: AC 608 - 266-2459

WYOMING

Mr. Myre Chase
Coordinator, Title III ESEA
State Department of Education
Cheyenne, Wyoming 82001
Phone: AC 307 - 777-7292

GUAM

Honorable Ivan W. Lasher
Director of Education
Department of Education
Agana, Guam 96910

PUERTO RICO

Dr. Maria I de Jesus Figueroa
Coordinator of Federal Programs
Department of Education
Hato Rey, Puerto Rico 00900

VIRGIN ISLANDS	Mr. John Brown Department of Education Government of the Virgin Islands P. O. Box 630, Charlotte Amalie St. Thomas, Virgin Islands Phone: AC 809 - 774-0100
TRUST TERRITORY OF THE PACIFIC ISLANDS	Mr. John R. Trace Director, Department of Education Trust Territory of the Pacific Islands Saipan, Mariana Islands

LIST OF STATE COMMISSIONS FOR TITLE I OF THE HIGHER EDUCATION FACILITIES ACT OF 1963 AND FOR PART A OF TITLE VI OF THE HIGHER EDUCATION ACT OF 1965

(January 1968)

Note: In all states but Michigan the same State Commission handles both programs.

STATE	COMMISSION Name, address, chief officer and executive officer*	TELEPHONE
Alabama	State Board of Education State Office Building, Montgomery 36104 President: Governor Lurleen Wallace Executive Officer: Honorable Ernest R. Stone (also--Superintendent of Education) Director of Research, Planning and Information: Rudolph Davidson*	A.C. 205 265-2341 Ext 3216
Alaska	Higher Education Facilities Commission Pouch F, Alaska Office Building, Juneau 99801 Chairman: Honorable Cliff R. Hartman (also--Commissioner of Education) Coordinator, Federal Programs: Nathaniel H. Cole*	A.C. 907 586-5227
Arizona	Arizona State Commission for Higher Education c/o Comptroller-Treasurer Administration Building University of Arizona, Tucson 85721 President: George W. Chambers Administrative Officer: Kenneth R. Murphy*	A.C. 602 884-1551
Arkansas	Commission on Coordination of Higher Educational Finance 401 National Old Line Building, Little Rock 72203 Chairman: W. E. Darby Executive Director: E. L. Angell* Executive Assistant: M. Olin Cook	A.C. 501 374-8073
California	Coordinating Council for Higher Education Second Floor, 1020 - 12th Street, Sacramento 95814 President: Arthur C. Coons Acting Director: Willard B. Spalding Associate Director, Federal Programs: R. Keith Sexton*	A.C. 916 445-7933
Colorado	Colorado Commission on Higher Education 719 State Services Building 1525 Sherman Street, Denver 80203 Chairman: Shelby F. Harper Executive Director: Frank C. Abbott*	A.C. 303 222-9911 Ext 2115

Connecticut	Commission on Aid to Higher Education 18 Trinity Street, Hartford 06115 Chairman: Marvin K. Peterson Executive Director: George E. Steinmetz*	A.C. 203 527-6341 Ext 3371
Delaware	Higher Educational Aid Advisory Commission 200 West Ninth Street Wilmington, 19801 Chairman: Mrs. Kendall McDowell Wilson Staff Executive: Chaplin Tyler*	A.C. 302 652-5803
Florida	State Department of Education Room 125, Knott Building, Tallahassee 32304 President: Governor Claude Kirk, Jr. Administrator, Federal Higher Education Programs: Robert W. Gilbert*	A.C. 904 599-5776
Georgia	Higher Education Facilities Commission 1108 Candler Building, Atlanta 30303 Chairman: John A. Sibley Executive Secretary: William E. Hudson* Associate Executive Secretary: Allan Dodd	A.C. 404 Atlanta 525-7376 Athens-Hudson 542-3605
Hawaii	State Commission on Higher Education Suite 702, 235 South Queen Street, Honolulu 96813 Chairman: Charles J. Pietsch Executive Director: David Zundel*	576-941
Idaho	State Commission for Higher Education Facilities Room 612, Idaho Building, Boise 83702 President: Philip A. Dufford Executive Secretary: William C. Seifrit, Jr.*	A.C. 208 344-5811 Ext 234
Illinois	Board of Higher Education 104 St. George Building 300 East Monroe Street, Springfield 62706 Chairman: Ben W. Heineman Executive Director: Lyman A. Glenny*	A.C. 217 525-2551
Indiana	Advisory Commission on Academic Facilities Memorial Union Building, Indiana University Bloomington 47405 Chairman: Herman B. Wells Executive Secretary: Robert E. Masters*	A.C. 812 337-8261
Iowa	Higher Education Facilities Commission 826 Des Moines Building, 6th & Locust Des Moines 50309 Chairman: Charles J. Hearst Director: W. L. Roy Wellborne*	A.C. 515 243-0569

Kansas	Higher Education Facilities Commission Capitol Federal Building, 700 Kansas Avenue Topeka 66603 Chairman: Henry A. Bubb Administrative Officer: Merlin C. Schrader*	A.C. 913 235-0011 Ext 719
Kentucky	Commission on Higher Education State National Bank Annex 319 Ann Street, Frankfort 40601 Chairman: J. B. Bell, M.D. Executive Secretary: Ted C. Gilbert*	A.C. 502 564-3553
Louisiana	State Commission for the Higher Education Facilities Act 405 American Bank Building 4962 Florida Boulevard, Baton Rouge 70806 Chairman: Mack Avants Director: Winston W. Riddick*	A.C. 504 389-5918
Maine	State Office Building, Augusta 04330 Chairman: William O. Bailey Executive Secretary: Honorable William T. Logan (also--Commissioner of Education) Executive Director, Division of Professional Services: Hayden L. V. Anderson*	A.C. 207 623-4511 Ext 781
Maryland	State Commission is the Board of Public Works Governor Spiro T. Agnew, Chairman, assisted by: Advisory Council, Higher Education Facilities State Office Building, Room 1103 301 W. Preston Street, Baltimore 21201 Chairman: James J. O'Donnell Executive Secretary: Jeffrey D. Bresee*	A.C. 301 837-9000 Ext 8354
Massachusetts	Higher Education Facilities Commission 45 Bromfield Street, Boston 02108 Chairman: William H. Vanderbilt Director of Federal Programs: Edward F. Bocko*	A.C. 617 727-3950
Michigan	For Title I: State Higher Education Facilities Commission c/o State Department of Education Bureau of Higher Education, P.O. Box 420, Lansing Chairman: Charles H. Gershenson For Title VI, Part A: State Board of Education c/o State Department of Education Bureau of Higher Education, P.O. Box 420, Lansing 48902 Chairman: Ira Polley (Superintendent of Public Instr.) For Both Programs: John W. Porter,* Associate Superintendent Melvin Reiter, Supervisor, Facilities Section	A.C. 517 373-3820

Minnesota	Higher Education Coordinating Commission Suite 400, Capitol Square 550 Cedar Street, St. Paul 55101 Chairman: John E. Carroll Executive Director: Richard C. Hawk* Higher Education Executive Assistant: Mrs. Sarah Ellen Desmond	A.C. 612 221-3321
Mississippi	State Building Commission 1005 Woolfolk State Office Building, Jackson 39205 Chairman: Governor Paul B. Johnson Executive Secretary: E. J. Yelverton*	A.C. 601 355-9361 Ext 510
Missouri	Commission on Higher Education 600 Clark Avenue, Jefferson City 65101 Chairman: H. Lang Rogers Executive Secretary: Ben L. Morton*	A.C. 314 636-2194
Montana	Commission for Higher Education Facilities Act Room 127, State Capitol Building, Helena 59601 Chairman: Lawrence F. Small Executive Secretary: Edward W. Nelson Assistant Executive Officer: William J. Lannan*	A.C. 406 442-3260 Ext 513
Nebraska	Higher Education Facilities Commission 1620 M Street, Lincoln 68508 Chairman: Joseph Soshnik Director: Rex C. Engebretson*	A.C. 402 475-4581
Nevada	State Commission, c/o Board of Regents The University of Nevada, Reno 89507 Chairman: Fred M. Anderson, M.D. Executive Officer: Mark H. Dawson*	A.C. 702 784-6624
New Hampshire	Higher Education Facilities Commission 875 Elm Street, Manchester 03101 Chairman: Edward D. Wynot Executive Secretary: Albert Hall*	A.C. 603 623-7261-Wynot 669-0318-Hall
New Jersey	State Commission for the Higher Education Facilities Act 225 West State Street, Trenton 08625 Chairman: Albert E. Meder Executive Secretary: Edward J. Bambach*	A.C. 609 292-4377
New Mexico	Board of Educational Finance, Room 201 Legislative Executive Building, Santa Fe 87501 Chairman: William W. Gilbert Executive Secretary: William R. McConnell Assistant Executive Secretary: Robert A. Pringle*	A.C. 505 827-2118

4

New York	Board of Regents of the University of the State of New York State Education Department, Albany 12224 Chairman: Edgar W. Couper Chief Executive Officer: James E. Allen, Jr. (also--Commissioner of Education) Director, Higher Education Facilities Planning: William S. Fuller*	A.C. 518 474-8136
North Carolina	Commission on Higher Education Facilities 320 West Jones Street P. O. Box 2147, Raleigh 26702 Chairman: L. Sneed High Director: Charles L. Wheeler*	A.C. 919 829-3266
North Dakota	State Planning Commission for Higher Education c/o Board of Higher Education State Capitol, Bismarck 58501 Chairman: John G. Conrad Executive Secretary: Richard L. Davison*	A.C. 701 223-8000 Ext 321
Ohio	Board of Regents, Room 770 88 East Broad Street, Columbus 43215 Chairman: John Marshall Briley Director and Chancellor: John D. Millett Finance Officer: Henry L. Whitcomb*	A.C. 614 469-2575
Oklahoma	State Regents for Higher Education P. O. Box 53383, State Capitol Station Oklahoma City 73105 Chairman: William T. Payne Chancellor: E. T. Dunlap* Facilities Officer: John E. Cleek	A.C. 405 JA1-2446
Oregon	The Educational Coordinating Council 645 Union Street, NE Salem 97310 Chairman: R. E. Lieuallen Executive Director: Ben Lawrence*	A.C. 503 364-2171 Ext 575
Pennsylvania	State Commission on Academic Facilities Department of Public Instruction 221 Education Building, Box 911, Harrisburg 17126 Chairman: Leonard N. Wolf Executive Secretary: John H. McNally*	A.C. 717 787-2057
Rhode Island	Commission for Higher Education Facilities 1416 Industrial Bank Building, Providence 02903 Chairman: Thomas H. Quinn Executive Secretary: M. Randolph Flather*	A.C. 401 421-3070

South Carolina	Commission on Higher Education Facilities Jacobs Building, Box 423, Clinton 29325 Chairman: Governor Robert E. McNair Coordinator: Marshall W. Brown*	A.C. 803 833-3619
South Dakota	Commission on Higher Education Facilities c/o State Board of Regents State Capitol Building, Pierre 55501 Chairman: Charles Burke Executive Secretary: Alpha L. Braunesreither*	A.C. 605 224-5911 Ext 458
Tennessee	Higher Education Facilities Commission 126 Cordell Hull Building, Nashville 37219 Chairman: Honorable J. Howard Warf (also--Commissioner of Education) Executive Secretary: George M. Roberts*	A.C. 615 741-2955
Texas	Coordinating Board, Texas College and University System, Sam Houston State Office Building 201 East 14th Street, Austin 78701 Chairman: John E. Gray Assistant Commissioner for Federal Programs: Kenneth H. Ashworth* Director of Facilities: Gordon Flack	A.C. 512 475-2091
Utah	State Building Board 124 State Capitol, Salt Lake City 84114 Chairman: ElRoy Nelson Director: Glen R. Swenson Programs & Liaison Officer: Jay A. Croxford*	A.C. 801 328-5561
Vermont	Commission on Higher Education Facilities 14 Cottage Street, Rutland 05701 Chairman: James J. Ritchie Executive Secretary: Walter R. Beer, Jr.*	A.C. 802 775-4400
Virginia	Commission on Higher Education Facilities Room 1100, 914 Capitol Street Richmond 23219 Chairman: Charles A. Taylor Executive Secretary: W. Bernard Thulin*	A.C. 703 770-2171
Washington	Higher Education Facilities Commission Post Office Box 527 Old Capitol Building, Olympia 98501 Chairman: Goodwin Chase Executive Secretary: Roger J. Bassett*	A.C. 206 753-5000 Ext 6753

West Virginia	Commission on Higher Education 307 Duffy Street, Charleston 25305 Chairman: Reverend J. Jefferson Monroe Executive Secretary: Jerry L. Jones*	A.C. 304 343-3257
Wisconsin	State of Wisconsin Higher Educational Aids Board 115 West Wilson Street, Madison 53703 Chairman: John P. Nash Executive Director: Thomas H. Moran*	A.C. 608 266-2897
Wyoming	State Commission for Higher Education Facilities State Department of Education State Capitol Building, Cheyenne 82001 Chairman: Vernon T. Delgado Executive Director: Ralph G. Molinari*	A.C. 307 777-7295
Puerto Rico	Commission for the Advancement of Higher Education Medina Center, 10th Floor 112 Arzuaga Street Rio Piedras, Puerto Rico 00928 Chairman: Honorable Angel Quintero Alfaro (also--Secretary of Education) Executive Secretary-Treasurer: Eduardo Rivera Medina*	767-7708
Virgin Islands	Virgin Islands Commission on Academic Facilities c/o College of the Virgin Islands Post Office Box 1826, St. Thomas 00802 Chairman: William W. Bailey Executive Secretary: Lawrence C. Wanlass*	A.C. 809 774-1252
District of Columbia	State Commission is the Commissioner of the District of Columbia, assisted by: Commissioner's Advisory Council on Higher Education Room 820 Munsey Building, Washington, D.C. 20004 Acting Chairman of Advisory Council: Reverend T. Byron Collins, S.J. Assistant Executive Secretary: John Jay Petrone*	A.C. 202 NA8-6000 Ext 3495
Guam	Board of Regents College of Guam, Agana 96910 Chairman: Joaquin C. Arriola Executive Secretary: Antonio C. Yamashita*	729-277

EXCERPTS FROM THE FIFTH FREEDOM

1968 Education Message to the Congress
Lyndon Baines Johnson

In two centuries, America has achieved -- through great effort and struggle -- one major educational advance after another: free public schooling; the Land Grant Colleges; the extension of the universities into the Nation's farms and homes; the unique venture that has placed a high school education within the reach of every young person.

I believe that our time -- the mid-1960's -- will be remembered as a time of unprecedented achievement in American education.

The past four years have been a time of unparalleled action:

-- The Congress has approved more than 40 laws to support education from the preschool project to the postgraduate laboratory;

-- The Federal Government has raised its investment in education to nearly $12 billion annually, almost triple the level four years ago.

The real significance of what we have done is reflected, not in statistics, but in the experiences of individual Americans, young and old, whose lives are being shaped by new educational programs.

. . . .

...the challenge of our generation is to lead the way. And in leading the way, we must carefully set our priorities. To meet our urgent needs within a stringent overall budget, several programs must be reduced or deferred. We can reduce expenditures on construction of facilities and the purchase of equipment. But, many of our urgent educational programs which directly affect the young people of America cannot be deferred. For the cost -- the human cost -- of delay is intolerable.

These principles underlie my 1969 budgetary recommendations and the proposals in this message. My recommendations are tailored to enable us to meet our most urgent needs, while deferring less important programs and expenditures.

. . . .

I urge the Congress to fund Title I of the Elementary and Secondary Education Act well in advance of the school year, so that State and local school officials can make their plans with a clear idea of the resources that will be available.

Our resources are not unlimited -- and never will be. So it is all the more important that in assigning priorities, we focus our aid where the need is greatest.

That firm principle underlies a six-point program which I am proposing to Congress under the Elementary and Secondary Education Act and other authorities:

1. Two innovative programs to help America's youngest and poorest children have been proven in practice. I propose that funding for the Head Start and Head Start Follow Through programs be stepped-up from $340 million to $380 million.

2. Last year, Congress authorized a special program to help Mexican-American, Puerto Rican and other children who are separated by a language barrier from good education. I propose that we launch this bilingual education program with a $5 million appropriation.

3. We are still doing less than we should do to prepare mentally retarded and physically handicapped children for useful lives. I propose that our special programs for the handicapped be increased from $53 million to $85 million.

4. We must rescue troubled boys and girls before they drop out of school. I propose full funding -- $30 million -- for a new Stay in School program, which will help schools tailor their own programs, from new and exciting methods of instruction to family counseling and special tutoring, to turn potential drop-outs into high school graduates.

5. Upward Bound, a program for poor but talented students, has directed thousands of young Americans into college who might otherwise never have had a chance. I propose that Congress increase funds for Upward Bound to serve 30,000 young Americans this year.

6. Adult basic education classes last year gave about 300,000 men and women an opportunity to gain new earning power, new self-respect, a new sense of achievement. I propose that Congress provide $50 million for this vital program.

If we can invest vast sums for education, we must also be able to plan and evaluate our education programs; to undertake basic research in teaching and learning, and to apply that research to the classroom. For these efforts, I propose appropriations of $177 million next year.

. . . .

Trained Professionals for Our Schools

The value of all these measures -- and indeed, the effectiveness of our entire school system -- depends on educators: teachers, teacher aides, administrators and many others.

It would profit us little to enact the most enlightened laws, to authorize great sums of money -- unless we guarantee a continuing supply of trained, dedicated, enthusiastic men and women for the education professions.

To advance this essential purpose, I propose

-- That Congress provide the funds needed to train nearly 45,000 teachers, administrators and other professionals under the Education Professions Development Act of 1967.

-- That Congress authorize and appropriate the necessary funds so that 4,000 of our best and most dedicated young men and women can serve our neediest children in the Teacher Corps.

. . . .

Aid to Institutions of Higher Learning

Today, higher education needs help.

American colleges and universities face growing enrollments, rising costs, and increasing demands for services of all kinds.

In 10 years, the number of young people attending college will increase more than 50 percent; graduate enrollments will probably double.

Our first order of business must be to continue existing Federal support for higher education.

I urge the Congress to extend and strengthen three vital laws which have served this nation well:

-- The National Defense Education Act of 1958, which has helped nearly two million students go to college and graduate school.

-- The Higher Education Facilities Act of 1963, which has helped nearly 1,400 colleges and universities meet growing enrollments with new classrooms, laboratories and dormitories.

-- The Higher Education Act of 1965, which, in addition to its student aid programs, has strengthened college libraries, involved our universities in community service, and given new vitality to 450 developing colleges.

I also urge the Congress to fulfill the commitment it made two years ago, and appropriate funds needed for the International Education Act. This Act will strengthen our universities in their international programs -- and ultimately strengthen the quality of the men and women who serve this country abroad.

We must apply more effectively the educational resources we have. We must encourage better cooperation between the Nation's colleges and universities; and we should move to increase each institution's efficiency by exploiting the most advanced technology.

To serve these purposes, *I recommend the Networks for Knowledge Act of 1968.*

This pilot program will provide new financial incentives to encourage colleges and universities to pool their resources by sharing faculties, facilities, equipment, library and educational television services. It will supplement the effort launched last year by the National Science Foundation to explore the potential of computers in education.

I also recommend three new measures to strengthen graduate education in America.

First, we should increase the Federal payment available to help graduate schools meet the cost of educating a student who has earned a Federal Fellowship. At present, Federal Fellowship programs are actually deepening the debt of the graduate schools because this payment is too low.

Second, we should launch a new program to strengthen those graduate schools with clear potential for higher quality. With enrollments growing, we must begin to enlarge the capacity of graduate schools. This program will underwrite efforts to strengthen faculties, improve courses and foster excellence in a wide range of fields.

Third, I urge the Congress to increase government sponsored research in our universities. The knowledge gained through this research truly is power -- power to heal the sick, educate the young, defend the nation, and improve the quality of life for our citizens.

. . . .

I am directing the Secretary of Health, Education, and Welfare to begin preparing a long-range plan for the support of higher education in America.

Our strategy must:

- Eliminate race and income as bars to higher learning.
- Guard the independence of private and public institutions.
- Ensure that State and private contributors will bear their fair share of support for higher education.
- Encourage the efficient and effective use of educational resources by our colleges and universities.

-- Promote continuing improvement in the quality of American education.

-- Effectively blend support to students with support for institutions.

Such a strategy will not be easy to devise. But we must begin now. For at stake is a decision of vital importance to all Americans.

1968 BUDGET ITEMS OF MAJOR INTEREST TO EDUCATORS

ELEMENTARY AND SECONDARY EDUCATION

ESEA Title I (educationally deprived children)	$1,200,000,000
ESEA Title II (school library resources, textbooks)	46,000,000
ESEA Title III (supplementary centers and services)	189,163,000
ESEA Title V (strengthening state education agencies)	35,000,000
ESEA Title VII (programs for bilingual children)	5,000,000
ESEA Title VIII (dropout prevention projects)	30,000,000
NDEA Title III (equipment, minor remodeling)	17,950,000
NDEA Title V (testing, guidance, and counseling)	22,000,000
Program planning and evaluation of ESEA	14,000,000
Federally impacted areas (PL 874, operational grants)	395,390,000
Federally impacted areas (PL 815, construction grants)	14,745,000

EDUCATION PROFESSIONS DEVELOPMENT ACTIVITIES

State grants for recruitment of educational personnel	15,000,000
Development of educational personnel	200,000,000
Program support (advisory committees, evaluation services)	913,000

TEACHER CORPS

Operations and training	31,100,000

HIGHER EDUCATION ACTIVITIES

Strengthening developing institutions	35,000,000
Colleges of agriculture and mechanical arts	11,950,000
Undergraduate instructional equipment and other resources	14,500,000

Construction

Public community colleges and technical institutes	67,000,000
Other undergraduate facilities	133,000,000
Graduate facilities	25,577,000
State administration and planning	7,000,000
Technical services	3,557,000

Student Aid

Educational opportunity grants	158,100,000
Direct loans	193,400,000
Insured loans	109,695,000
Work study programs	145,500,000
Program support	1,320,000

VOCATIONAL EDUCATION

Vocational training under Smith-Hughes, George Barden, and 1963 Vocational Education acts	$ 256,461,000

Manpower Development and Training Activities

Training and allowance payments	353,782,000
Program services (coordination)	56,746,000
Experimental, demonstration, and research programs	19,800,000

LIBRARIES AND COMMUNITY SERVICES

Library services	40,709,000
Construction of public libraries	18,185,000
College library resources	25,000,000
Acquisition and cataloging by Library of Congress	5,500,000
Librarian training	8,250,000
University community service programs	10,000,000
Adult basic education	50,000,000

EDUCATIONAL IMPROVEMENT FOR THE HANDICAPPED

Preschool and school programs	32,000,000
Teacher education and recruitment	31,000,000
Research and innovative programs	16,900,000
Captioned films for the deaf and media services	4,750,000

RESEARCH AND TRAINING

Educational research and demonstration	129,700,000
Construction	29,581,000
Training	9,000,000
U.S. Office of Education, salaries and expenses	46,100,000

BUDGET REQUESTS FOR OTHER PROGRAMS

Antipoverty Programs

Job Corps	295,000,000
School and summer programs	209,000,000
Comprehensive employment programs	521,000,000
Work experience	20,000,000
Head Start and Head Start Follow Through	380,000,000
Volunteers in Service to America	32,000,000

Civil Rights

Institutes for school personnel and grants to school boards	$ 13,100,000
Technical services and administration	1,876,000

International Education

Grants for undergraduate programs in international studies.	4,800,000
Grants for centers for advanced international studies	5,400,000
Center for educational cooperation.	520,000
National advisory committee on international studies.	100,000
Foreign language training and area programs	19,250,000
Educational research and training (special foreign currency program)	4,000,000

School Lunch and Milk

Special milk program.	104,000,000
Food assistance	
Cash payments to states.	157,097,000
Special cash assistance.	10,000,000
Commodity procurement.	64,325,000
Pilot school breakfast program.	6,500,000
Nonfood assistance program.	6,000,000
State administrative expenses	2,300,000
Operating expenses.	2,546,000

Department of Defense Overseas Dependents Schools

Operation and maintenance	112,400,000

Educational Television[1]

Facilities grants	12,500,000
Administration.	587,000

National Foundation on the Arts and Humanities

Promotion of the arts	11,050,000
Promotion of the humanities	11,050,000
Administration.	1,900,000

---

[1] Supplemental appropriation will be sought for Public Broadcasting Act.

KEEPING POSTED ON FEDERAL SUPPORT PROGRAMS: A RESOURCE LIST

AMERICAN EDUCATION, published ten times a year by the U.S. Office of Education, is an attractive, well-illustrated magazine of education news and special features. Recent important articles include "A Fierce Commitment," an analysis of the Higher Education Act of 1965, and "The First Work of These Times," on the Elementary and Secondary Education Act of 1965. The publication is $3.75 a year and may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

THE CHRONICLE OF HIGHER EDUCATION, a newspaper published 22 times a year, carries news of interest to college and university personnel, including legislation. Coverage in a recent issue included items on the treatment of college aid bills by the 90th Congress, latest Selective Service news, and a resume of the responses to the questionnaire on how freshmen college students view themselves, prepared by the American Council on Education. The sixteen-page tabloid-size newspaper is $10 a year; it may be ordered from Editorial Projects for Education, 3301 North Charles Street, Baltimore, Maryland 21218.

EDUCATION NEWS, produced by Magazines for Industry, Inc., in cooperation with Cowles Education Corporation, 777 3rd Avenue, New York, New York 10017. Published every other Monday except once a month during July, August, and December. $10 U.S.A.

EDUCATION U.S.A., a newsletter published each Monday, September through May with two special summer issues, keeps readers up to date on educational affairs. Its two-page weekly supplement, Washington MONITOR, covers news from the U. S. Office of Education, reports Congressional action on key educational legislation, and analyzes new laws. Annual subscription price is $18 a year from the National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

The **NEA REPORTER**, carries news on major federal legislation of concern to the schools. Available only as part of membership in the National Education Association, it is published monthly except August (two issues in October) by the NEA, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

RESEARCH IN EDUCATION is a monthly catalog which provides up to date information about educational research sponsored by the Bureau of Research, U. S. Office of Education, and the most significant and timely research materials collected by the decentralized ERIC Clearinghouses. Subscription price is $11 a year (foreign, $2.75 additional). It may be ordered with accompanying check or money order (no stamps) from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

CATALOG OF FEDERAL ASSISTANCE PROGRAMS lists 459 (as of June 1967) domestic assistance programs of the Federal government and gives the following information about each program: the nature and purpose; general information as to who is eligible to apply; whom to contact for further information; an indication of the availability of publications which describe the program in more detail; the legislative authorization for the program; and the administering agency. The catalog is produced by the Office of Economic Opportunity, Washington, D. C. 20506.

GRANTS-IN-AID AND OTHER FINANCIAL ASSISTANCE PROGRAMS ADMINISTERED BY THE U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE is a compendium describing only those Federal programs based in HEW. The 1967 edition is available for $2.25 from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

THE GUIDE TO FEDERAL ASSISTANCE FOR EDUCATION by Robert E. Horn is an elaborate system, including file, folders and monthly materials for updating, to keep researchers up to date on the Federal assistance programs. The initial cost is approximately $175. For further information write Appleton-Century-Crofts, a Division of Meredith Publishing Company, 440 Park Avenue South, New York, New York 10016.

"Washington Newsletter," "News Across the Nation," and occasional features and articles in the JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION cover news on Federal support programs and projects of particular interest to the related professions of health, physical education, and recreation. Special issues on Federal support programs have appeared in September 1965; October 1966; and October 1967. Issues come regularly with membership in AAHPER; reprints of specific items may be ordered through AAHPER Headquarters Office, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

SECOND SYMPOSIUM ON FEDERAL SUPPORT PROGRAMS IN HPER

January 28-31, 1968

PARTICIPANTS

Alabama

MARTINCIC, Albert	Assistant Professor, Department HPER, Auburn University, Auburn 36830

Arizona

LONG, Edwin	Physical Education Consultant and Athletic Director, Phoenix Union High School District, Phoenix 85015

California

HUCKLEBRIDGE, Theodore (Ted)	Sonoma County Schools, 4000 Montecito Avenue, Santa Rosa 95404

Colorado

STEINBRECHER, Edwin E.	Supervisor, Health and Physical Education, Boulder Valley Public Schools, P. O. Box 186, Boulder 80302

Connecticut

BYLER, Ruth V.	State Consultant for Health and Physical Education, Department of Education, Hartford 06115
FAIT, Hollis	Professor, University of Connecticut, School of Physical Education, Storrs 06268
KEHR, Geneva B.	Professor and Chairman, Women's Health and Physical Education, Central Connecticut State College, New Britain 06050
KLAPPHOLZ, Lowell A.	Senior Editor of Physical Education Newsletter, Croft Educational Service, New London 06320
PATE, Robert M.	Supervisor, Physical and Health Education, Board of Education, 249 High Street, Hartford 06103

District of Columbia

BOLDEN, Frank P.	Supervising Director, Department of Health and Physical Education, Hyde Elementary School Building, 33rd and O Streets, N.W. 20007
GEER, William C.	Executive Secretary, NEA Council for Exceptional Children, 1201 Sixteenth Street, N.W. 20036
GOODMAN, Elizabeth M.	Education Program Specialist, U. S. Office of Education, Bureau of Education for the Handicapped, Office of Program Planning and Evaluation, R.O.B. Building, 7th and D Streets, S.W. 20202
HAWKES, Virginia	Coordinator, Women's Physical Education The American University 20016
HOBART, Harold M.	Pediatrician, American Academy of Pediatrics, 5402 Connecticut Avenue, N.W. 20015
McNEELY, Simon	Presidents Council on Physical Fitness, South H.E.W. Building, 330 C Street, S.W. 20201
MULLER, Jane Ellen	Assistant Director, Washington Office, American Nurses Association, 1030 15th Street, N.W. 20005
OSBORNE, Phyllis	Staff Assistant, Government Affairs, The California State Colleges, 1310 19th Street, N.W. 20036
PARRIS, Wendall A.	Director of Health, Physical Education, Athletics, and Safety, Hyde Elementary School Building, 33rd and O Streets, N.W. 20007
SCHNEIDER, Elsa	Comprehensive Program Manager for Health Related Activities, U. S. Office of Education, 400 Maryland Avenue, S.W. 20202
SHAW, Hubert S.	Chief, Educational Opportunity Grants Section, Room 4661, R.O.B. 3, 7th and D Streets, S.W. 20202
SINGER, C. Edward	Director, National Board of YMCA's, 1511 K Street, N.W. 20005
TYLER, Lester E.	Assistant Regional Director in Charge of Programs, D. C. Recreation Department, 3149 16th Street, N.W. 20010
WILLIAMS, George L.	Intramural Director, Department of Physical Education for Men, Howard University 20012

Florida

LEAVITT, Norma M.	Professor of Physical Education, University of Florida, Gainesville 32601
SANDEFUR, Wayne T.	Chairman, Department of Professional Curriculum, University of Florida, Gainesville 32601
VARNES, Paul R.	Director of Title III Physical Education Center, P. O. Box 670, Ocala 32670
WILLIAMSON, Ed	Acting State Director, Health, Physical Education, Safety, State Department of Education, Tallahassee 32304

Georgia

CHAMPLIN, James R.	Coordinator, Department of Park and Recreation Administration, Stegeman Hall, University of Georgia, Athens 30601
WHITSETT, E. E.	Coordinator, Boys Physical Education, Atlanta Public Schools, 2930 Forrest Hill Drive, S.W., Atlanta 30315

Idaho

DONNELLEY, Robert	President, IAHPER, Capital High School, 8055 Goddard Road, Boise 82702

Illinois

DUNCAN, Margaret M.	Professor and Head, Department of Physical Education for Women, Northern Illinois University, DeKalb 60115
JAHELKA, Joe	Director, Division of Health and Physical Education, District 201, J. S. Morton High Schools and Junior College, Cicero 60402
KRISTUFEK, Charles J.	Associate Professor and Assistant Director of Physical Education, University of Illinois at Chicago Circle, Box 4348, Chicago 60680
LINFORD, Anthony G.	Research Associate, Childrens Research Center, University of Illinois, Champaign 61803
STRONG, Clinton H.	Associate Professor and Coordinator, Graduate Program in HPER, Western Illinois University, Macomb 61455

Illinois, continued

SWALEC, John J.	Division Chairman of HPER, Triton College, Northlake 60164
THORPE, Walter R.	Supervisor of Physical Education, State Department of Public Instruction, Springfield 62706
ZIMMERMAN, Helen	Professor, Physical Education Graduate Programs, Physical Education for Women, Southern Illinois University, Carbondale 62901

Indiana

CHARLSON, V. R.	Director, Special Services Division, Gary 46402
COOPER, John M.	Director of Graduate Studies, School of HPER, Indiana University, Bloomington 47401
OBERLE, George	Assistant Dean, School of HPER, Indiana State University, Terre Haute 47809
SMITH, Hope M.	Professor, Graduate Studies, Purdue University West Lafayette 47907

Iowa

SCOTT, Gladys	Head, Women's Physical Education, University of Iowa, Iowa City 52240

Kentucky

GENTRY, Richard Lee	Assistant Professor, Health and Physical Education, Eastern Kentucky University, Richmond 40475
NALLIA, William	Assistant Coordinator Title I, State Department of Education, State Office Building, Frankfort 40601

Louisiana

ATKINS, R. W.	Director, Federal Programs, Claiborne Parish School Board, Box 600, Homer 71040
BONNETTE, Allen R.	Associate Professor, Chairman of Graduate Division, Northwestern State College, Natchitoches 71457

Louisiana, continued

BREEDEN, Laurie L.	Assistant Director, Parish Federal Assisted Program, St. Helena Parish School Board, ESEA Office, Greensburg 70441
EASLEY, David T.	Director of Title III, (LEA), St. Helena Parish School Board, Greensburg 70441
LANDRY, Rudy L.	Assistant Coordinator of Outdoor Education and Recreation, North Louisiana Supplementary Education Center, Northwestern State College, Natchitoches 71457
MILLER, Wilburn	Coordinator Mathematics, Louisiana Supplementary Education Center, Northwestern State College, Natchitoches 71457
NELSON, Jack K.	Associate Professor, Louisiana State University, Baton Rouge 70808
PATTERSON, Malcolm L.	State Supervisor of Health Education, Physical Education, Recreation, State Department of Education, Baton Rouge 70804

Maine

BITHER, Marjorie	Chairman, Department of Women's Physical Education, Colby College, Waterville 04901

Maryland

BOWIE, Embra C.	Treasurer, National Intramural Association, Morgan State College, Baltimore 21212
BRUCE, Harry M.	Supervisor, Physical Education, Baltimore City Public Schools, Oliver and Eden Streets, Baltimore 21213
BURNS, Charles O., Jr.	Supervisor of Title I, ESEA, Maryland State Department of Education, Baltimore 21201
CADY, Olive	Coordinator of Special Projects (Health), Board of Education, Health and Safety Office, Upper Marlboro
CLARKE, David H.	Director, Physical Education Research Laboratory, University of Maryland, College Park 20742
CORDTS, Harold J.	Head, Department of Health and Physical Education, Frostburg State College, Frostburg 21532

Maryland, continued

ECKERSON, John	Physiology of Exercise - Professional Preparation, Frostburg State College, Frostburg 21545
FRALEY, L. M.	Dean, College of Physical Education, Recreation, and Health, University of Maryland, College Park 20742
HUSMAN, Burris F.	Professor of Research and Teaching, College of Physical Education, Recreation, and Health, University of Maryland, College Park 20740
McCOY, Mary E.	Supervisor of Physical Education for Secondary Girls, Baltimore City Public Schools, Oliver and Eden Streets, Baltimore 21213
MELVILLE, Robert	Supervisor of Physical Education, Board of Education, Harford County, Bel Air 21014
MOSER, Jean R.	Coordinator, Office of Special Programs and Studies, Board of Education, Aigburth Manor, Aigburth Road, Towson 21204
PYLES, Thomas	Director, Division of Federal-State Programs, Maryland State Department of Education, Baltimore 21201
ROBBINS, Walter W.	Supervisor, Elementary Physical Education, Baltimore City Public Schools, Oliver and Eden Streets, Baltimore 21213
STEINER, Herbert	Supervisor of Physical Education, Maryland State Department of Education, 600 Wyndhurst Avenue, Baltimore 21201

Massachusetts

FOX, John W.	Chairman, Department of Men's Physical Education, Boston-Bouve College, Northeastern University, Boston 02115
GARRITY, H. Marie	Professor, State College, Lowell 01853
JANES, Fred A.	Director, Physical Education (Grades 1-12), Framingham 01701
McCABE, Robert V.	Associate Director, Physical Education and Health, Boston School Committee, Boston 02108

Massachusetts, continued

MILLER, Arthur G.	Chairman, Department HPER, Boston University 02215
NEILSON, Elizabeth H.	President, American School Health Association, P. O. Box 2005, Lowell 01851
WILSON, Jack	Coordinator, Federal Support Programs, Springfield College, Springfield 01109

Michigan

CAVANAUGH, Patric L.	Director, Division of Teacher Education, University of Detroit, Detroit 48221
MIKLES, Gale D.	Chairman and Professor, Health and Physical Education, Michigan State University, East Lansing 48823
ULSAKER, Samuel	Administrative Assistant for Federal Programs, 290 West Michigan Avenue, Jackson 49201
VAN HUSS, Wayne D.	Department of Health and Physical Education, Michigan State University, East Lansing 48823
VOGEL, Paul G.	Project Director, Battle Creek Public Schools, Battle Creek 49014

Minnesota

GORMAN, Russell D.	Chairman, Men's Physical Education, Mankato State College, Mankato 56001
HUELSKAMP, Frank	Director, Athletics and Health, 6000 Moore Lake Drive, Minneapolis 55421

Missouri

RITCHIE, Paul C.	Chairman, Department of Physical Education, University of Missouri, Columbia 65201
THOMPSON, Margaret	Associate Professor, Physical Education (Graduate Study), University of Missouri, Columbia 65201

Nebraska

GORR, Ernest F. (Ernie)	Associate Professor of Recreation, University of Omaha, Omaha 68101

New Hampshire

BECKWITH, Marion	Professor of Physical Education, University of New Hampshire, Durham 03824

New Jersey

ABITANTA, Sal E.	Supervisor, Elementary Physical Education, State Department of Education, Trenton 08625
COMEAU, Catherine E.	Chairman, Department of Health and Physical Education, Douglass College, New Brunswick 08903
EVANS, Warren R.	Supervisor, Graduate Programs in Outdoor Education and Conservation, Trenton State College, Trenton 08625
HEBEL, Everett L.	Director, Health, Safety, and Physical Education, Department of Education, Trenton 08625

New York

AKERS, W. Frank	Assistant Chairman, Division of HPER, State University College, Geneseo 14454
BROWN, Mrs. Rollin	Director, Public Education and School Relations, The National Foundation, 800 Second Avenue, New York City 10017
BROWN, Roscoe C.	Professor of Education, New York University, Washington Square, New York 10003
CANAVARI, John R.	Assistant Professor, Physical Education, Buffalo State College, 1300 Elmwood Avenue, Buffalo 14226
GROVER, George H.	Director, Division of HPER, State Education Department, Albany 12224
HUGHES, Bernard E.	Executive Secretary, New York State Association for Health, Physical Education, and Recreation, 152 Washington Avenue, Albany 12210
KILANDER, H. Frederick	Special Assistant to the President (Federal Relations), Wagner College, Staten Island 10301
MALESKI, Alex A.	Associate Director of Programs, Boys' Clubs of America, 771 First Avenue, New York City 10017

New York, continued

STEBBINS, William A.	Chairman, Health Education, Undergraduate and Graduate Curriculum, State University College, Brockport 14420
STEWART, Bob	Project Coordinator, Hofstra University, Hempstead, Long Island, New York 11550

North Carolina

ALLISON, E. Lavonia	Assistant Professor, Physical Education, North Carolina College, Durham 27707
BOOKHOUT, Elizabeth C.	Professor of Physical Education, Woman's College, Duke University, Durham 27705
KING, H. Carroll	Supervisor, Health and Physical Education, Raleigh Public Schools, 601 Devereux Street, Raleigh 27605
LEAFE, Norman E.	State Supervisor, Health and Physical Education, Department of Public Instruction, Education Building, Raleigh 27602
MARTUS, Ethel L.	Head of HPER, University of North Carolina, Greensboro 27412
REID, J. G., Jr.	Director of Physical Education, Sandhills Community College, Southern Pines 28387
WOODY, Floyd M.	Associate State Supervisor, Physical Education, Raleigh 27602

Ohio

CARDULLIAS, Peter J.	Lecturer on Special and Physical Education, University of Cincinnati, College of Education, Cincinnati 45221
ERICKSON, Carl E.	Director of Division of HPER and Athletics, Kent State University, Kent 44240
HIXSON, Chalmer G.	Professor of Physical Education, Ohio State University, Columbus 43210
HOLLAND, Robert L.	President, Society of State Directors of HPER, 65 South Front Street, Columbus 43215

Ohio, continued

MARQUARDT, W. H.	Director of Physical Education and Athletics (Boys and Girls, K through 12), 348 W. First Street, Dayton 45402
MASON, James G.	Professor of Physical Education, Chairman of Graduate Program, School of Physical Education, Ohio University, Athens 45701
RODGERS, G. H.	Teacher in Charge of School Camping Project, Cleveland Public Schools, Cleveland 44114

Oklahoma

DRATZ, John P.	Professor and Chairman, Department of Health and Physical Education, University of Tulsa, Tulsa 74135
HARRISON, A. B.	Associate Professor of HPER, Oklahoma State University, Stillwater 74074

Pennsylvania

BUSEY, David G.	Director, Physical Education and Athletics, Lycoming College, Williamsport 17701
DIXON, Mary Elizabeth	Professor of Physical Education, 2177 West Ridge Drive, Lancaster 17603
EDWARDS, Randolph E.	Assistant Professor, Health Education and Research, Temple University, Philadelphia 19122
EVAUL, Thomas	Coordinator, Basic Instruction, Department of HPER, Temple University, Philadelphia 19122
FLANAGAN, Michael	Coordinator, Health, Safety and Physical Education, State Department of Public Instruction, Harrisburg 17126
HARRIS, Dorothy V.	U. S. Public Health Post-Doctoral Research Training Fellowship, 103 Human Research Laboratory, Pennsylvania State University, University Park 16802
NICHOLS, Wayne	Director of Recreation, Elwyn Institute, Elwyn 19063
VAN DER SMISSEN, Betty	Associate Professor, Recreation and Parks, 260 Recreation Building, The Pennsylvania State University, University Park 16802

Puerto Rico

COMAS, Nolan R.	Dean of Students, Regional College, (U.P.R.), Arecibo 00612
FURMAN, David C.	Professor, Teacher Training and Facilities, Department of Physical Education, University of Puerto Rico, Rio Piedras 00931
MANGUAL, Rafael	Chairman, Department of Physical Education, College of Agriculture and Mechanics Arts, Mayaguez 00708
SAMBOLIN, Luis F.	Director of Athletics, Inter American University, San German 00753
TORO-SEDA, Sonia	Assistant Professor, Catholic University of Puerto Rico, Ponce 00731

Rhode Island

SAVASTANO, Orlando L.	Consultant for Physical Education, Recreation, Driver Education, and Safety, State Department of Education, Roger Williams Building, Providence 02908

South Carolina

GIESE, Warren K.	Head, Department of Health and Physical Education, University of South Carolina, Columbia 29208

South Dakota

NANKIVEL, Richard A.	Specialist, HPER, State Department of Public Instruction, State Capitol Building, Pierre 57501

Tennessee

HATLEY, Ralph	Chairman, Department of Health and Physical Education, Memphis State University, Memphis 38111
MITCHELL, E. Preston, III	Professor, Health and Physical Education - Chairman Upper Division, Tennessee A & I State University, Nashville 37203

Texas

LARCHE, Harry E.	Professor and Head, Department of Physical Education, Pan American College, Edinburg 78539
POWERS, J. T.	Director, Professional Preparation, Department of Physical Education, Baylor University, Waco 76703
RUSSELL, Lloyd O.	Chairman, Department of HPER, Baylor University, Waco 76703

Utah

BOYCE, Richard	Instructor, Recreation Specialist, Department of HPER, Utah State University, Logan 84321

Vermont

GALLAGHER, Walter D.	Coordinator of Title I ESEA Projects, State Department of Education, Montpelier 05602
MAGWIRE, Raymond B.	Director of Health, Safety, and Physical Education, Department of Education, Montpelier 05602

Virginia

BARCO, Robert L.	Supervisor HPER, 233 No. Witch-Duck, Virginia Beach 23452
BRUCE, Patricia J.	Professor, Health and Physical Education, Madison College, Harrisonburg 22802
HILLMAN, William A.,Jr.	Therapeutic Recreation Consultant, Social and Rehabilitation Services, Division of Mental Retardation, 4040 N. Fairfax, Arlington 22203
MAYS, Frances A.	Assistant Supervisor, Health and Physical Education, State Department of Education, Richmond 23216
PATTERSON, Shirley D.	U. S. Public Health Service - School Health Section, Room 909, 800 N. Quincy Street, Arlington 22203
SINCLAIR, Caroline	Consultant, Research and Development, Richmond Public Schools, 312 North 9th Street, Richmond 23219
SODERLING, Elizabeth	Chief Nurse, School Health Services, Arlington County Public Schools, 4751 North 25th, Arlington 22207

Washington

ROWLEY, Lloyd	Director HPER, Ellensburg School District 401, Ellensburg 98926
STEVENS, Ralph V.	Coordinator of Special Grants and Projects, Seattle School District No. 1, 815 Fourth Avenue, North, Seattle 98109

West Virginia

CLARK, Forrest G.	Supervisor, Health, Physical Education and Safety, Wood County Schools, Parkersburg 26101

Wisconsin

JENSEN, Gordon O.	Supervisor of Physical Education, State Department of Public Instruction, Madison 53702
MYLIN, Sam K.	Assistant Recreation Director, Programing and Administration of Youth and Adult Recreation, 55 S. Pontiac Drive, Janesville 53545
TATE, Marjorie B.	Associate Professor of Physical Education, Wisconsin State University, Oshkosh 54901